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FOURTH BIENNIAL REPORT

OF THE

SUPERINTENDENT

OF

PUBLIC INSTRUCTION

OF THE

STATE OF OREGON

TO THE

LEGISLATIVE ASSEMBLY.

ELEVENTH REGULAR SESSION—1880.

SALEM, OREGON:
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1880.

STATE OF OREGON,
DEPARTMENT OF PUBLIC INSTRUCTION,
SALEM, Sept. 1, 1880.

To the Honorable Legislative Assembly of the State of Oregon.

GENTLEMEN—In pursuance of Section 13 of the Oregon School Law, I have the honor to submit the following biennial report of the Department of Public Instruction, for the two years ending September 1, 1880.

Respectfully,

L. J. POWELL,
Sup't Public Instruction.

REPORT.

The general condition of the Public Schools of the State is shown by the following summary of statistics taken from the statistical tables to be found in their proper place in this report. It is not claimed that these statistics are absolutely correct, but only approximately so. The reports from the County Superintendents from which these figures are compiled, are in many instances incomplete, and in some respects evidently inaccurate; but notwithstanding these imperfections the general exhibit on the most essential points is approximately correct, and shows the present condition of our schools.

The following statement not only shows the summaries of the various items, but is so arranged as to institute a comparison of the last two years, showing increase or decrease, and also per cent. of increase or decrease.

SUMMARY OF STATISTICS AND COMPARATIVE STATEMENT.

Taken from statistical tables and showing the increase or decrease during last school year. Numbers in 3d and 4th column with the letter d before them indicate decrease; others increase.

SCHOOL CENSUS.	1879.	1880.	ACTUAL IN'CSE OR DECREASE.	PER CENT OF INC. OR DEC.
Whole number of organized Districts	978	1,007	29	3
Number of Districts reporting	905	960	55	6
Total number of persons over 4 and under 20 years	56,464	59,615	3,151	5½
Total number of pupils enrolled in the public schools during the year	32,718	37,533	4,815	14¾
Total average daily attendance of pupils at the public schools	20 840	27,435	6,595	31½
Number of private schools	144	142	d 2	d 1¾
Number of pupils attending private schools	4,669	4,211	d 458	d 10
Total number of persons of school age not attending any school	18,113	17,721	d 392	d 2
Average number of months of school per District	4 43	4 48	.05	1
Whole number of male teachers employed holding First Grade Certificates	394	373	d 21	d 5
Whole number of female teachers employed holding First Grade Certificates	303	306	3	1
Whole number of male teachers employed holding Second Grade Certificates	258	262	4	1½
Whole number of female teachers employed holding Second Grade Certificates	265	373	108	41
Total number of teachers employed during the year	1,220	1,314	94	7¾
Average monthly salary paid male teachers	$ 43 00	$ 44 19	$ 00 29	⅔
Average monthly salary paid female teachers	$ 33 80	$ 33 38	d 00 42	d 1¼
Number of ordinary private schools	122	144	22	18
Number of academies	21	15	d 6	d 28
Number of Collegiate schools	10	12	2	20
Number of teachers in private schools	189	212	23	2
Number of pupils in private schools	4,669	4,073	d 596	d 12¾
Number of graded schools	36	45	9	25
Number of teachers in public graded schools	131	156	25	19
Number of pupils in public graded schools	6,967	7,824	857	12

FINANCIAL

RECEIPTS.	1879.	1880.	ACTUAL INC'SE OR DECREASE.	PER CENT OF INC. OR DEC.
Amount on hand at beginning of the year	$ 39,210 45	$ 35,918 13	$ d 3,292 32	d 8
Total receipts from District tax	84,188 91	79,562 03	d 4,626 88	d 5½
Total receipts from the 3 mill county tax	119,727 67	133,477 43	13,749 76	11½
Total amount from State Fund	48,146 99	36,910 17	d 11,136 82	d 23
Total receipts from Rate Bills	19,529 92	24,108 90	4,578 98	23½
Total am't of receipts from all other sources	40,869 67	29,103 16	d 11,766 51	d 28¾
Grand total from all sources	$ 351,673 61	$ 339,079 82	$ d 12,593 85	d 3½

FINANCIAL—CONTINUED.

DISBURSEMENTS	1879.	1880	ACTUAL INC'SE OR DECREASE.	PER CENT OF INC OR DEC.
Amount paid to teachers	$ 205,522 68	$ 210,429 38	$ 4,906 70	2½
Amount paid for rent of school houses	738 33	576 37	d 161 95	d 22
Amount paid for repairs on school houses and premises	7,421 50	7,976 14	554 64	7½
Amount paid for school furniture	4,300 28	6,443 83	2,143 55	50
Amount paid for fuel and other incidentals	12,385 67	8,783 16	d 3,602 51	d 29
Amount paid for apparatus, globes, maps, etc.	495 67	618 15	122 48	24¾
Amount paid for grounds, buildings and other purposes	83,753 83	72,004 73	d 11,749 10	d 14
Grand total paid out during the year	$ 316,618 95	$ 307,031 46	$ d 9,587 39	d 3
Cost per capita of all persons of school age	$ 5 55	$ 5 15	$ d 00 40	d 7
Cost per capita of all enrolled in school	9 62	8 18	d 1 44	d 15
Cost per capita of the av'ge daily attendance	15 09	11 15	d 3 94	d 26

SCHOOL PROPERTY.

SCHOOL HOUSES AND VALUATION OF SCHOOL PROPERTY.	1879.	1880.	ACTUAL INCR'S OR DECREASE	PER CENT. INC. OR DEC.
Number of school houses previously erected	799	883	84	10½
Number of school houses erected during the year	70	51	d 19	d 27
Total number of school houses reported	869	934	65	7½
Value of school houses	$ 482,285 61	$ 530,455 00	$ 48,169 39	10
Value of school furniture	35,731 72	34,781 55	d 950 17	d 20½
Value of apparatus, globes, charts, etc	2,945 24	3,636 50	691 16	23½
Total value of school property	520,962 77	567,863 05	46,900 38	9

MISCELLANEOUS.

	1879.	1880.	ACTUAL INCR'S OR INCREASE	PER CENT. INC OR DEC.
Number of districts furnished with Webster's Unabridged Dictionary	44	63	19	43
Number of districts furnished with suitable books of record	299	480	81	20½
Number of teachers taking an educational journal	80	237	157	196
Number of school visits by county superintendents during the year	504	718	214	42½
Number of miles traveled by superintendents in discharging official duties	8,787	13,725	4,638	58
Number of institutes held during the year	10	15	5	50
Number of teachers in attendance at institutes	314	747	433	138
Total amount paid for salaries of county superintendents	$ 6,945 00	$ 7,185 00	$ 240 00	3½

REMARKS.

It will be observed that while this summary shows an actual increase of but 29 in the number of organized districts during the last year, there is an increase of 55 in the number of districts reporting. This is a creditable showing, for it not only indicates that the 29 new districts organized during the year have had schools, but likewise the gratifying fact that 26 of the old districts which had no school last year, and therefore did not report, have this year wheeled into line, had their schools taught and have made their report as required by law. Thus we have the very healthy *increase* of 6 per cent. over last year, which showing may be relied on as being quite accurate.

THE SCHOOL POPULATION

For the entire State is 59,615, and shows an actual increase for the last year of 3,151 persons, being an increase of 5½ per cent., which but indicates a healthy growth. The increase has been principally in the counties of Eastern Oregon and in Multnomah. The increase in Umatilla county was greatest, being 1,204, nearly one-third of the entire increase of the State. All the other counties show a fair increase excepting the following, which have a decrease: Columbia, 1; Marion, 5; and Wasco, 150.

There must be some mistake in the report from Wasco, for it cannot be possible that its school population has decreased 150 persons; while it is a well known fact the general population has largely increased during the same period.

THE ENROLLMENT

In the Public Schools during the last year was 37,533, being an increase over the preceding year of 4,815 persons, which is quite a favorable showing indeed—15 per cent. advance, while the increase in the school population was only 5½ per cent.

THE AVERAGE DAILY ATTENDANCE

Of pupils at the Public Schools during the last year was 27,435,

which was an actual increase over the preceding year of 6,595, an increase of 31 per cent.

This indicates a degree of prosperity hardly credible, and is the most cheering indication of any feature connected with our Public School interests.

PRIVATE SCHOOLS.

While the school population has largely increased during the last year covered by this report, the number of private schools and the attendance at the same have actually decreased, which indicates that the Public Schools are growing in favor with the people.

NON ATTENDANCE.

The whole number of persons of school age are reported not attending any school during the last year was 17,721, being 392 less than was reported for the preceding year. This is likewise an exhibit quite favorable to the schools, and indicates that the people are taking a more lively interest in the education of their children.

DURATION OF THE SCHOOLS.

The average number of months of school per district during the last year of this report was 4.48, being the very magre increase over the preceding year of *one day*.

Any increase in the average duration of our schools, especially in the rural districts, is gratifying, if but an increase of *one day* in a year. But when we take into consideration we are a young and growing State and rapidly increasing in wealth it is not an item calculated to fill us with pride.

THE GRADE OF TEACHERS.

The statistics show that during the last year included in this report there were employed in the schools of this State 1,314 teachers, of whom 679 held first-grade county certificates, and the remainder 635 second grade certificates.

The preceding year 697 of the teachers in the Public Schools held first-grade certificates, and 523 held second-grade certificates.

These comparisons indicate either that the schools during the last year have been supplied with fewer first-class teachers, or that the ex-examinations of applicants for certificates have been more thorough and rigid. I have no doubt that the latter is the proper view to take of this matter.

Without a doubt, the standard of requirement has been advanced, and properly too, so that more ability and better training are required now to secure first-grade certificates than formerly. The teachers of the last year are not inferior to those of the preceding year, for they are doing more and better work than ever before, so far as I am able to judge from personal observation in my visitations to the schools.

GRADED SCHOOLS.

The reports show 45 graded schools, an actual increase of 9 over the preceding year—an increase of 25 per cent. The number of pupils reported in these graded schools is 7,824. I have visited many of these schools within the last two years, and have found most of them doing good work, a few of them doing excellent work. The graded schools of Portland, Eugene City and Jacksonville deserve special mention for thoroughness, efficiency and discipline.

As a further evidence of the prosperity and efficiency of the Public Schools, it is a noteworthy fact that teachers are taking a more lively interest in their work, and are availing themselves of various means of improvement for their special work, such as, the reading of educational journals and books, treating on the Theory and Practice of teaching and the art of imparting instruction.

The lively interest teachers have taken in the institute work the last year, as compared with the previous year, is a guaranty of better and more efficient work for the future. Of the 1,314 teachers in the Public Schools of the State during the last scholastic year, 747 were in attendance at the various Institutes held during the year by authority of law, while for the previous year only 314 were in attendance.

That County Superintendents are taking a more lively interest in the work of supervision, is also a mark of improvement.

During the last year the County Superintendents traveled 4,938 miles more and visited 214 more schools than during the preceding year.

The legitimate conclusion to be drawn from the foregoing facts and figures is, that our schools are in a prosperous and healthy condition if they are compared with themselves, one year with another. But if a comparison is made between our own and the schools and school systems of some of our more favored sister States, our own schools appear to great disadvantage. Our main deficiency lies in the shortness of our school term, which is but 4½ months during the year.

Yet, when we take into consideration the fact that our State is new and in many portions of it society is in a formative state, merely, and the schools in consequence in their infancy, the foregoing exhibit, as to the items here mentioned, is not a bad one.

THE FINANCIAL EXHIBIT

Here made shows that the total receipts from all sources for the last year of this report were $339,079.82, being less than the receipts of the preceding year by $12,593.85.

This of itself is not a favorable indication, and is doubtless the result in the main of the harder times during the last than the preceding year, occasioned by a partial failure of crops in certain portions of the State.

The total of disbursements for the last year also indicate a decrease from the preceding year of $9,587.39. But the amount paid to teachers the last year exceeds that of the preceding year by $4,906 70; yet, as there were 55 more districts in which schools were taught than during the previous year, it is not an indication that more has been expended proportionally the last year than the preceding.

FURNITURE AND SCHOOL APPARATUS.

Though not very marked, yet there is a healthful indication of improvement in the schools in the increased expenditure for the items of furniture and apparatus. Also, from personal observation, I have noticed that old and inferior styles of desks and seats have been replaced with improved and superior patterns in many of the schools.

COST PER CAPITA.

Special attention is called to the favorable showing of the last as compared with the preceding year in matter of cost per capita.

It will be seen that for the year 1879 the cost per capita of persons of school age was $5.55, while for the year 1880 it was $5.15, 40 cts. per capita cheaper than the previous year. Also that the cost per capita of all enrolled in the schools during 1880 was $1.44 less than for the year before, and that the cost per capita of the average daily attendance for 1880 was $3.94 less than for the previous year.

This is gratifying mainly from the fact that it indicates a much higher daily average attendance.

STATISTICAL TABLES.

The following statistical tables, with headings fully explaining each, have been compiled from the reports of the County Superintendents. Some of these reports were deficient in many respects, and as a result the exhibit of these tables is not accurate and reliable in all respects, but evidently as to some of the items very far from giving a truthful exhibit. On some of the items there was no report at all; in such cases the space is left blank. On others the figures have been supplied from the most reliable sources accessible. But with all their deficiencies these tables give a tolerably fair exhibit of the educational interests of the State.

TABLE I.—FINANCIAL STATEMENT FOR 1879,

Showing Amount on hand and Receipts from all Sources for School Purposes, for the School Year ending first Monday of March, 1879.

COUNTIES.	Amount on hand at the beginning of the year	RECEIVED DURING THE YEAR FROM					Total.
		District Tax.	Three Mill Co. Tax.	State Fund.	Rate Bills.	Other Bills.	
Baker	$ 731 90	$ 306 00	$ 2,403 61	$ 398 00	$ 285 76	$ 44 21	$ 4,169 48
Benton	2,451 00	2,461 00	4,981 92	2,095 20	1,211 00	296 00	13,496 12
Clackamas	.....	4,025 00	5,781 00	3,012 00	1,338 00	1,572 00	15,728 00
Clatsop	1,837 00	2,163 59	2,205 50	759 60	.....	447 60	7,413 29
Columbia	199 28	71 45	860 00	788 33	101 25	217 40	2,227 71
Coos	899 84	651 86	2,467 90	1,222 80	419 40	612 15	6,273 95
Curry	178 82	.....	811 14	383 40	.....	92 81	1,466 17
Douglas	2,949 91	267 81	6,021 47	3,206 70	1,218 10	418 02	14,081 41
Grant	712 23	824 18	3,060 54	576 04	383 67	290 87	5,848 13
Jackson	1,612 28	1,316 30	3,591 95	1,798 85	2,624 45	.....	10,043 83
Josephine	556 42	89 53	838 20	635 70	269 33	37 00	2,426 18
Lake	90 98	.....	2,222 20	384 04	267 22	.....	2,965 04
Lane	3,305 40	5,174 82	9,448 86	3,456 90	650 00	325 00	22,420 98
Linn	3,646 62	5,424 67	10,373 61	5,384 50	2,131 57	653 31	27,614 28
Marion	4,079 21	6,785 56	12,341 00	4,790 03	2,550 63	2,743 38	33,289 81
Multnomah	4,582 05	45,669 30	28,402 04	5,075 50	1,026 08	31,619 94	116,374 91
Polk	1,486 37	532 25	4,699 17	2,320 00	1,411 05	186 08	10,584 92
Tillamook	361 07	.....	263 70	.....	15 11	4 00	633 88
Umatilla	860 49	520 56	3,280 75	2,219 22	939 53	55 50	7,885 05
Union	997 85	609 80	1,369 40	1,121 06	231 25	592 70	4,922 12
Wasco	1,767 47	2,398 34	3,983 90	1,723 50	595 17	136 50	10,654 88
Washington	3,707 55	1,952 71	5,340 00	4,232 12	320 00	40 00	15,592 38
Yamhill	2,187 31	2,935 18	4,990 75	2,562 30	1,541 35	465 20	14,661 09
Total	$ 39,210 45	$ 84,188 91	$ 119,727 67	$ 48,146 99	$ 19,629 92	$ 40,869 67	$ 351,673 61

TABLE II.—FINANCIAL STATEMENT FOR 1880.—CONCLUDED.

Showing amount on hand and Receipts from all Sources for School Purposes for the School Year ending first Monday of March, 1880.

COUNTIES.	Amount on hand at the beginning of the year.	RECEIVED DURING THE YEAR FROM					Total.
		District Tax.	Three Mill Co Tax.	State Fund.	Rate Bills.	Other sources	
Baker	$ 429 22	.....	$ 2,288 55	$ 698 24	$ 298 40	$ 294 00	$ 4,008 41
Benton	2,300 00	$ 1,200 00	5,018 27	1,509 97	978 00	450 00	11,486 24
Clackamas	.....	5,163 20	5,725 75	2,273 04	1,276 11	817 94	15,256 04
Clatsop	884 15	2,724 63	3,663 67	548 48	315 41	.....	8,136 34
Columbia	243 19	.....	1,122 53	469 76	.....	283 13	2,118 61
Coos	477 28	172 43	3,164 85	928 99	492 74	619 97	5,856 26
Curry	163 84	.....	720 36	295 04	10 00	106 00	1,295 24
Douglas	2,033 64	1,822 73	6,142 00	2,408 25	479 25	864 07	13,249 94
Grant	1,692 69	704 04	2,797 58	576 64	414 97	747 50	6,933 42
Jackson	1,291 00	3,736 00	3,844 00	2,623 00	2,372 00	678 00	14,544 00
Josephine	195 75	23 00	769 20	476 80	357 63	227 25	2,049 63
Lake	423 04	492 81	2,644 77	900 00	187 99	17 25	4,665 86
Lane	3,560 63	4,487 58	9,344 30	2,479 10	1,490 81	165 55	21,528 97
Linn	4,571 72	2,568 75	10,031 24	3,249 56	2,126 14	1,139 18	23,686 59
Marion	3,801 01	5,564 80	12,392 41	3,553 67	4,563 48	1,448 64	31,324 01
Multnomah	4,587 18	40,415 91	30,654 19	4,222 11	966 75	19,420 71	100,266 85
Polk	1,530 23	979 28	5,239 90	1,602 96	1,231 14	480 00	11,063 51
Tillamook	457 44	.....	236 87	206 08	101 78	80 41	1,082 58
Umatilla	311 69	4,177 16	4,045 19	1,618 56	2,480 07	50 00	12,682 67
Union	537 88	1,813 00	2,970 75	1,195 36	706 19	523 00	7,748 18
Wasco	1,919 15	.....	7,059 80	1,525 76	379 01	169 55	11,053 27
Washington	3,476 00	2,418 50	5,053 50	1,720 32	376 00	64 00	13,108 32
Yamhill	1,031 40	1,592 21	8,517 75	1,828 48	2,503 03	456 01	15,934 88
Total	$ 35,918 13	$ 79,562 03	$ 133,477 43	$ 36,910 17	$ 24,106 90	$ 29,103 16	$ 339,079 82

TABLE II.—FINANCIAL STATEMENT FOR 1879,

Showing Amounts Paid out for School Purposes for the School Year Ending the first Monday of March, 1879.

COUNTIES	Amount paid out for Teachers.	Amount paid for rent of school rooms.	Amount paid for repairs on school houses and premises.	Amount paid for school furniture	Amount paid for fuel and other incidentals.	Amount paid for apparatus, globes, charts, maps, etc.	Amount paid for grounds, buildings, school houses, and other school purposes.	Total paid out during the year for school purposes
Baker	$ 2,571 74	.....	$ 185 83	$ 5 00	$ 53 50	.....	$ 299 00	$ 3,115 07
Benton	8,604 00	$ 36 00	450 00	110 00	200 00	$ 25 00	2,553 00	11,978 00
Clackamas	12,818 00	.....	100 00	200 00	600 00	35 00	1,915 00	15,728 00
Clatsop	5,550 39	142 50	272 00	.....	391 80	.....	367 37	6,724 06
Columbia	1,972 63	50 00	7 15	22 25	28 15	.....	6 13	2,086 31
Coos	4,804 33	10 00	19 50	5 00	277 43	.....	41 12	5,166 38
Curry	1,130 00	.....	6 00	88	6 50	.....	163 06	1,306 44
Douglas	10,506 22	.....	76 30	14 75	94 64	16 50	250 65	10,959 06
Grant	3,474 91	18 50	93 25	27 50	176 75	.....	783 55	4,574 46
Jackson	9,257 88	50 00	162 09	75	211 71	2 00	2 50	9,686 93
Josephine	2,361 99	.....	15 34	.....	.....	.....	75 00	2,452 33
Lake	1,960 57	.....	59 90	.....	50 49	.....	175 00	2,245 96
Lane	11,314 57	.....	579 86	544 80	457 68	2 62	5,060 76	18,800 35
Linn	17,344 15	.....	517 54	114 50	502 02	57 50	4,538 41	23,074 18
Marion	21,859 08	6 25	414 47	286 20	664 97	142 05	4,888 85	28,261 93
Multnomah	43,815 48	251 07	2,005 27	2,513 34	7,465 70	103 00	52,455 09	108,708 95
Polk	7,589 97	.....	450 50	31 75	252 43	13 00	124 40	8,462 05
Tillamook	348 56	.....	1 52	.....	.....	.....	.....	350 08
Umatilla	5,606 00	135 00	434 04	19 50	272 35	.....	196 74	8,594 63
Union	4,589 51	.....	209 20	48 00	174 18	.....	4,586 35	9,607 24
Wasco	6,876 32	.....	530 82	81 38	127 87	20 00	1,067 00	8,712 39
Washington	11,312 42	20 00	75 00	175 00	104 00	70 00	1,295 00	13,051 42
Yamhill	9,853 96	10 00	595 92	99 50	273 50	.....	2,009 85	12,842 73
Total	$ 205,522 68	$ 738 32	$ 7,421 50	$ 4,300 28	$ 12,385 67	$ 495 67	$ 83,753 83	$ 316,648 95

TABLE II.—FINANCIAL STATEMENT FOR 1880.

Showing Amounts Paid out for School Purposes for the School Year Ending the first Monday in March, 1880.

COUNTIES.	Amount paid for Teachers.	Amount paid for rent of school rooms.	Amount paid for repairs on school houses and premises.	Amount paid for school furniture.	Amount paid for fuel and other incidentals.	Amount paid for apparatus, globes, maps, charts, etc.	Amount paid for grounds, building school houses and other school purposes.	Total paid out during the year for school purposes
Baker	$ 2,869 27	.....	$ 97 30	$ 134 00	$ 219 56	$ 32 50	$ 208 25	$ 3,560 88
Benton	8,650 00	$ 25 00	75 00	250 00	175 00	20 00	1,020 00	10,215 00
Clackamas	12,160 55	.....	345 62	.....	643 00	67 00	2,040 00	15,256 24
Clatsop	5,771 50	152 37	123 30	14 00	440 10	.....	188 87	6,690 14
Columbia	1,937 45	.....	.....	43 40	46 40	.....	.....	2,027 25
Coos	3,471 60	3 00	92 65	5 30	65 10	7 88	2,938 20	6,583 73
Curry	1,128 10	5 00	5 00	10 00	30 00	.....	.....	1,178 10
Douglas	8,136 76	10 00	80 75	146 25	122 11	23 75	1,986 07	10,505 69
Grant	4,234 10	2 50	41 25	1 00	34 25	.....	808 03	5,121 13
Jackson	10,052 00	25 00	284 00	188 00	306 00	.....	2,444 00	13,299 00
Josephine	1,710 71	.....	25 00	2 50	5 25	.....	.....	1,743 46
Lake	3,044 15	.....	41 95	9 25	39 30	.....	1,049 78	4,185 43
Lane	12,549 00	.....	322 14	.....	421 78	20 15	4,875 90	18,188 97
Linn	17,163 08	.....	517 02	93 95	515 32	.....	1,792 14	20,081 21
Marion	22,193 80	3 00	1,259 34	61 88	1,052 80	11 71	2,816 80	27,399 33
Multnomah	42,903 94	178 00	2,061 36	4,620 08	3,037 22	293 56	45,807 33	98,901 49
Polk	8,408 34	.....	276 05	179 50	211 28	33 10	514 89	9,623 16
Tillamook	841 28	.....	6 02	.....	2 62	.....	.....	849 92
Umatilla	8,282 80	60 00	801 00	225 00	294 25	30 00	2,578 66	12,271 71
Union	5,221 79	.....	460 75	214 36	243 45	.....	143 45	6,283 80
Wasco	7,334 10	7 50	234 44	21 25	441 25	18 50	55 62	8,112 66
Washington	11,212 50	20 00	64 00	128 00	102 00	60 00	402 00	11,988 50
Yamhill	11,152 56	85 00	961 20	96 11	335 12	.....	334 67	12,964 66
Total	$ 210,429 38	$ 576 37	$ 7,976 14	6,443 83	$ 8,783 16	$ 618 15	$ 72,004 73	$ 307,031 46

TABLE III.—1879.

Showing Number of Districts, School Population, Number Enrolled, Average Daily Attendance, Number of Private Schools, Number Attending Private Schools, and Number not Attending any School for the School Year ending first Monday of March, 1879.

COUNTIES.	No. of Organized Districts.	No. of Districts Reporting.	Whole No. of Persons over 4 and under 20 years of age.			Whole No. of pupils enrolled during the year.			Average daily attendance at the public schools.			Number of private schools.	No. attending private schools.	No of persons of school age not attending any school.		
			Males.	Females.	Total.	Males.	Females.	Total.	Males	Females	Total.			Males.	Females.	Total.
Baker	20	19	539	552	1,091	234	214	448	153	162	315	5	185	215	232	447
Benton	53	43	1,186	1,173	2,359	726	684	1,410	586	532	1,098	2	95			563
Clackamas	82	74	1,821	1,731	3,552			2,598				6	192			1,012
Clatsop	16	16	443	414	857	264	267	531			382	5	73			262
Columbia	18	18	379	355	734	203	194	397	144	144	288	1	9	173	155	328
Coos	44	41	823	807	1,630	441	409	850			644	7	137			374
Curry	10	10	241	220	461	93	82	175			140	2	43	126	117	243
Douglas	57	56	1,879	1,841	3,720			1,040			1,426	15	536			917
Grant	22	21	474	427	901			438	230	232	461	6	108			427
Jackson	43	42	1,539	1,453	2,992			1,803			1,117	12	328			1,189
Josephine	15	15	391	354	745			324					53			166
Lake	16	14	344	257	601	158	113	271			231			186	144	330
Lane	73	70	1,960	1,867	3,827	1,252	1,139	2,391	977	813	1,790	8	362	531	543	1,074
Linn	86	86	2,780	2,587	5,367	1,828	1,600	3,428	1,133	1,221	2,354	3	172	720	785	1,505
Marion	94	77	2,845	2,655	5 500	1,882	1,256	3,138	1,209	808	2,017	13	480	1,077	718	1,795
Multnomah	37	37	3,319	3,344	6,663	2,005	1,973	3,078			2,598	11	484			2,201
Polk	43	41	1,335	1,174	2,509	754	639	1,393			934	10	237			822
Tillamook	7	7	172	150	322	47	72	119			63	1	9	121	73	194
Umatilla	56	42	1,304	1,225	2,529	565	606	1,171	420	546	966	10	261	536	561	1,097
Union	40	38	1,095	1,080	2,175			897			653	6	126			602
Wasco	40	33	1,236	1,148	2,384	538	555	1,093			990	11	340			1,121
Washington	51	50	1,418	1,270	2,688	877	725	1,602	640	520	1,160	4	187	458	288	746
Yamhill	55	55			2,857	1,430	893	2,323			1,213	6	252	338	300	638
Total	978	905	27,533	26,084	56,464	13,297	11,421	32,718	5,472	4,978	20,840	144	4,660	4,481	3,916	18,113

TABLE III—1880.—CONCLUDED.

Showing Number of Districts, School Population, Number Enrolled, Average Daily Attendance, Number of Private Schools, Number Attending Private Schools, and Number not Attending any School for the School Year ending First Monday in March, 1880.

COUNTIES.	No. of Organized Districts.	No. of Districts Reporting.	Whole No. of Persons over 4 and under 20 years.			Whole No. of Pupils Enrolled during the year.			Average Daily Attendance at the Public Schools.			No. of Private Schools	No. attending Private Schools	No. of Persons of school age not attending any school.		
			Males.	Females.	Total.	Males	Females	Total.	Males.	Females.	Total.			Males.	Females.	Total.
Baker	21	19	572	554	1126	278	213	491	.....	.....	366	6	207	155	115	270
Benton	53	44	1247	1140	2387	680	840	1520	490	630	1120	3	85	140	180	320
Clackamas	82	76	1897	1773	3670	.....	.....	2752	.....	.....	2214	3	64	.....	.....	854
Clatsop	17	17	466	412	878	270	253	527	.....	.....	388	8	85	.....	.....	252
Columbia	18	17	376	357	733	195	155	350	.....	.....	241	5	93	.....	.....	279
Coos	45	41	943	881	1824	.....	.....	2100	.....	.....	1495	4	152	.....	.....	426
Curry	11	11	244	208	452	123	87	210	.....	.....	150	3	17	114	111	225
Douglas	57	57	1921	1861	3782	1511	1514	3025	.....	.....	2289	11	409	.....	.....	911
Grant	22	22	523	507	1030	229	239	468	.....	.....	344	4	45	270	247	517
Jackson	45	44	1630	1509	3139	.....	.....	1785	.....	.....	1172	9	281	.....	.....	1239
Josephine	15	14	360	403	763	.....	.....	441	.....	.....	288	.....	.....	.....	.....	.....
Lake	23	20	491	372	863	.....	.....	285	.....	.....	175	2	48	.....	.....	530
Lane	77	74	2066	1886	3952	1318	1167	2485	924	829	1753	11	446	548	473	1021
Linn	86	86	2709	2668	5377	1630	1512	3142	.....	.....	2129	7	234	970	1031	2001
Marion	78	78	2940	2554	5494	2030	1760	3790	1456	1248	2704	10	433	960	647	1607
Multnomah	42	38	3470	3499	6969	1919	1923	3842	1425	1445	2870	10	512	.....	.....	2236
Polk	44	41	1356	1184	2540	807	697	1504	.....	.....	1048	8	351	.....	.....	1036
Tillamook	10	10	183	169	352	.....	.....	164	.....	.....	123	.....	.....	.....	.....	180
Umatilla	67	59	1883	1850	3733	1460	1356	2816	1110	1005	2115	11	200	353	364	717
Union	45	44	1376	1234	2610	.....	.....	912	.....	.....	899	9	158	.....	.....	564
Wasco	40	40	1134	1100	2234	750	657	1407	.....	.....	1060	3	67	.....	.....	760
Washington	51	51	1470	1294	2764	894	776	1670	684	554	1238	6	324	396	314	710
Yamhill	58	57	1524	1419	2943	974	903	1877	.....	.....	1254	9	.....	.....	.....	1066
Total	1007	960	30,781	28,834	59,615	15,068	14,052	37,533	6089	5711	27,435	142	4211	3903	3482	17,721

TABLE IV.—1879.

Showing Number of Districts Reporting, average Number of Months per District, Salaries of Teachers, Number of Private Schools, Teachers in Private Schools, Number Graded Schools, Teachers and Pupils, for the School Year ending first Monday of March, 1879.

COUNTIES.	No. of District Reporting.	Average No. Months of School per District	Whole No. of Teachers employed in the Public Schools during Year.				Average Salaries paid Teachers per Month.		No. of Private Schools in the County.			No. of Teachers in Private Schools.			No. Pupils in Private Schools.	No. of Graded schools.	No. of Teachers in Graded Public Schools.			No. Pupils in Graded schools.
			1st Grade		2nd Grade.															
			Males	Females.	Males.	Females.	Males.	Females	Ordinary.	Academic.	Collegiate.	Males.	Females.	Total.			Males.	Females.	Total.	
Baker	19	3.00	6	6	2	6	$ 58 00	$ 38 00	3	2	.....	4	5	9	185	.....	.....	.....	.....	.....
Benton	43	4.88	16	12	8	10	45 00	33 33	.....	.....	2	6	3	9	95	2	2	2	4	201
Clackamas	74	5.00	20	15	17	21	36 00	25 00	6	1	.....	.....	10	10	192	2	2	4	6	312
Clatsop	16	5.50	5	10	2	2	58 00	38 00	4	1	.....	1	5	6	73	1	1	4	5	280
Columbia	18	4.66	11	6	2	2	35 75	28 87	1	.....	.....	1	.....	1	9	.....	.....	.....	.....	.....
Coos	41	3 36	16	4	12	8	39 40	21 59	6	1	.....	.....	.....	5	137	2	2	2	4	136
Curry	10	3 00	6	1	2	2	39 76	32 78	2	.....	.....	1	1	2	43	.....	.....	.....	.....	.....
Douglas	56	4.34	25	23	15	8	40 00	33 00	14	1	.....	5	10	15	536	1	1	2	3	125
Grant	21	4.25	5	4	8	5	48 44	49 25	6	.....	.....	3	3	6	108	.....	.....	.....	.....	.....
Jackson	42	4 60	14	14	16	15	45 00	30 00	12	1	.....	8	10	18	328	1	3	2	5	123
Josephine	15	4.40	.....	.....	.....	.....	40 81	29 66	.....	.....	.....	.....	.....	.....	53	.....	.....	.....	.....	.....
Lake	14	4.00	0	5	2	3	55 33	30 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lane	70	4.50	36	33	11	14	44 50	32 00	8	.....	1	12	7	19	362	2	2	6	8	464
Linn	86	5.20	57	30	32	21	43 42	31 66	.....	2	1	4	4	8	172	1	2	3	5	486
Marion	77	5.20	48	32	30	27	43 00	31 50	10	2	1	11	3	14	480	5	5	6	11	600
Multnomah	37	6 22	27	50	12	15	66 15	55 25	8	3	1	.....	.....	.....	484	5	6	40	46	2350
Polk	41	7.00	30	13	9	5	41 75	33 33	7	2	1	6	5	11	237	1	1	1	2	120
Tillamook	7	2.14	1	3	.....	1	20 55	29 44	1	.....	.....	.....	.....	.....	9	.....	.....	.....	.....	.....
Umatilla	42	4.21	17	6	15	16	43 16	40 21	9	1	.....	6	6	12	261	4	4	2	6	457
Union	38	3.10	10	5	10	10	40 00	30 00	5	1	1	3	6	9	126	.....	.....	.....	.....	.....
Wasco	33	3.05	15	10	10	9	43 50	36 90	10	1	.....	.....	12	12	340	2	2	8	10	883
Washington	50	5.31	8	7	23	39	41 33	34 00	4	.....	1	4	5	9	187	4	4	5	9	430
Yamhill	55	5 00	15	14	20	26	41 00	34 33	6	2	1	6	8	14	252	3	3	4	7	.....
Total	905	4.43	394	303	258	265	$ 43 90	$ 33 80	122	21	10	81	103	189	4609	36	40	91	131	6967

TABLE IV—CONCLUDED—1880.

Showing Number of Districts Reporting, Average Number of Months per District, Salaries of Teachers, Number of Private Schools, Teachers in Private Schools, Number of Graded Schools, Teachers and Pupils, for the School Year Ending first Monday of March, 1880.

COUNTIES.	No. of Districts Reporting.	Average No. Months of School per District.	Whole No. of Teachers Employed in the Public Schools during the year.				Average Salaries Paid Teachers per Month.		No of Private Schools in the county.			No. of Teachers in Private Schools.			No. Pupils in Private Schools.	No. Graded Schools.	No of Teachers in Graded Public Schools.			No. Pupils in Graded Schools.
			1st Grade.		2d Grade.															
			Males.	Females.	Males.	Females.	Males	Females.	Ordinary.	Academic.	Collegiate.	Males.	Females.	Total.			Males.	Females.	Total.	
Baker	19	3.00	5	3	6	8	$ 51 11	$ 40 22	6	1	1	....	.....	....	207	1	1	1	2	128
Benton	44	4.00	13	11	14	16	45 00	33 33	8	.....	2	6	2	8	85	2	2	2	4	220
Clackamas	76	4.75	32	20	24	30	35 00	27 00	3	.....	....	.....	3	3	64	4	3	7	10	360
Clatsop	17	5.33	6	12	2	3	56 00	36 50	8	.....	....	3	4	7	85	1	1	4	5	252
Columbia	17	3.00	8	10	1	....	43 00	32 00	5	.. ..	....	.....	5	5	93	....	.....	.....	.....	. ...
Coos	41	3.50	9	5	7	22	40 67	31 11	4	1	....	1	6	7	.....	....	.....	.....	.....	.....
Curry	11	3.50	8	2	2	2	43 33	33 33	1	.....	....	.....	1	1	17	....	.....	.....	.....	.. ..
Douglas	57	4 12	30	24	10	14	37 00	30 00	11	1	....	4	8	12	409	2	2	3	5	.....
Grant	22	4.50	7	3	9	4	53 73	47 62	4	...	...	1	3	4	45	1	1	1	2	61
Jackson	44	4.00	17	10	16	16	48 00	30 00	9	1	1	6	11	17	281	2	4	2	6	.....
Josephine	14	5.36	.....	.....	.....	.. .	42 00	30 00	....	....	....	.....	.....	...	.....	....	.....	.....	.....	.....
Lake	20	4.62	7	5	3	4	58 11	36 58	2	.....	....	2	.....	2	48	....	.....	.....	.....	.....
Lane	74	4.50	36	50	18	23	41 00	32 00	10	.....	1	3	4	7	200	2	2	6	8	745
Linn	86	4.75	36	19	27	46	41 75	29 00	7	2	1	4	10	14	404	1	2	3	5	402
Marion	78	6.00	36	10	39	50	42 18	32 00	10	2	1	8	10	18	433	5	5	6	11	680
Multnomah	38	6.40	29	57	12	18	35 00	30 00	10	2	1	5	31	36	513	8	8	52	60	3024
Polk	41	4.82	30	22	4	6	45 00	33 33	8	2	1	8	8	16	351	....	.....	.....	.....	.....
Tillamook	10	3.00	5	3	.....	1	30 62	30 40	....	.....	....	.....	.....	....	.....	....	.....	.....	.....	.....
Umatilla	59	4.57	12	6	8	13	55 00	35 00	11	2	....	6	6	12	200	4	4	4	8	300
Union	44	4.80	8	8	12	12	50 15	35 62	9	.....	1	4	8	12	248	2	2	2	4	250
Wasco	40	4.66	10	6	10	11	46 33	36 50	3	.....	.....	1	2	3	67	2	3	5	8	650
Washington	51	5.17	9	6	22	38	38 00	33 00	6	1	1	10	6	16	324	5	5	5	10	484
Yamhill	57	4.72	20	14	16	30	38 00	33 33	9	.....	1	4	8	12	.....	3	3	5	8	268
Total	960	4.48	373	306	262	373	$ 44 19	$ 33 38	144	15	12	76	136	212	4073	45	48	108	156	7824

TABLE V.—1879.

Showing Number and value of School Houses, Value of School Furniture, and Value of Apparatus, etc., for the School Year ending 3d March, 1879.

COUNTIES.	No. of School Houses.			Value of School Houses.	Value of School Furniture.	Value of Apparatus, Charts, Maps, etc.	Total Value of School Property.
	Previously Erected.	Erected during the year.	Total				
Baker	14	1	15	$ 4,425 00	$ 555 00	.....	$ 4,980 00
Benton	40	4	44	23,500 00	700 00	$ 200 00	24,400 00
Clackamas	72	4	76	21,310 00	2,559 00	.....	23,869 00
Clatsop	15	3	18	7,480 00	580 00	105 00	8,165 00
Columbia	13	0	13	2,900 00	157 00	.....	3,057 00
Coos	27	5	32	9,960 60	761 00	86 25	10,807 85
Curry	6	2	8	1,430 00	80 00	36 59	1,546 59
Douglas	57	2	59	20,222 50	1,260 00	183 50	21,666 00
Grant	17	1	18	6,800 00	615 00	55 00	7,470 00
Jackson	42	..	42	20,878 00	1,533 00	90 00	22,501 00
Josephine	15	2	17	2,080 00	260 00	.....	2,340 00
Lake	8	1	9	2,255 00	252 00	.....	2,507 00
Lane	63	6	69	34,300 00	1,263 00	127 00	35,690 00
Linn	75	6	81	46,910 00	2,376 00	312 00	49,598 00
Marion	76	8	84	40,600 00	3,284 00	353 00	44,237 00
Multnomah	33	7	40	126,469 51	11,778 84	443 00	138,691 35
Polk	42	..	42	20,550 00	1,054 00	163 00	21,767 00
Tillamook	3	..	3	530 00	10 00	2 00	542 00
Umatilla	41	3	44	17,080 00	1,910 50	500 00	19,490 50
Union	25	3	28	13,165 00	350 00	25 00	13,540 00
Wasco	25	4	29	11,712 00	1,667 00	24 00	13,403 00
Washington	45	3	48	18,795 00	1,132 00	175 00	20,102 00
Yamhill	45	5	50	28,933 00	1,594 38	65 00	30,592 38
Total	799	70	869	$ 482,285 61	$ 35,731 72	$ 2,945 34	$ 520,962 67

TABLE V.—1880.

Showing Number and Value of School Houses, Value of School Furniture and Value of Apparatus, etc., for the School Year ending first Monday of March, 1880.

COUNTIES.	No. of School Houses.			Value of School Houses.	Value of School Furniture.	Value of Apparatus, Charts, Maps, etc.	Total Value of School Property.
	Previously Erected	Erected during the year.	Total.				
Baker	16	2	18	$ 3,800 00	$ 1,935 00	$ 75 00	$ 5,810 00
Benton	42	3	45	23,600 00	725 00	150 00	24,475 00
Clackamas	76	4	80	24,600 00	2,600 00	400 00	27,600 00
Clatsop	16	..	16	7,750 00	650 00	107 00	8,507 00
Columbia	11	..	11	2,212 00	181 00	30 00	2,423 00
Coos	35	3	38	9,318 00	553 00	180 00	10,051 00
Curry	7	1	8	1,205 00	310 00	36 00	1,551 00
Douglas	55	3	58	23,360 00	753 00	80 00	24,193 00
Grant	19	1	20	9,350 00	635 00	121 00	10,106 00
Jackson	42	4	46	22,980 00	906 00	58 00	23,944 00
Josephine	14	1	15	1,665 00	207 50	5 00	1,877 50
Lake	12	1	13	3,000 00	215 00	.....	3,215 00
Lane	71	1	72	33,510 00	1,278 50	120 00	34,908 50
Linn	85	2	87	46,795 00	1,807 50	170 50	47,773 00
Marion	84	4	88	45,680 00	3,975 00	400 00	50,055 00
Multnomah	32	6	38	154,355 00	10,992 55	765 00	166,112 55
Polk	41	1	42	17,555 00	1,526 50	283 00	19,364 50
Tillamook	4	..	4	655 00	65 00	5 00	715 00
Umatilla	56	4	60	21,770 00	896 00	125 00	22,791 00
Union	30	4	34	14,414 00	710 00	.....	15,124 00
Wasco	36	3	39	12,657 00	1,571 00	300 00	14,528 00
Washington	48	2	50	19,844 00	1,204 00	180 00	21,228 00
Yamhill	51	1	52	30,380 00	1,085 00	46 00	31,511 00
Total	883	51	934	$ 530,455 00	$ 34,781 55	$ 3,636 50	$ 567,863 05

TABLE VI.—1879.

Showing number of Schools furnished with Webster's Unabridged Dictionary and suitable Book of Records, number Teachers taking Educational Journal, number of school visits by County Superintendent, length of time devoted to each visit, number of miles traveled, number of Institutes held, number of Teachers in attendance and salaries of Superintendent, for school year ending first Monday of March, 1879.

COUNTIES.	No. schools furnished with Webster's Una. Dictionary.	No. Districts furnished with suitable Record Books.	No. of Teachers taking an Educational Journal.	No of School Visits by County Superintendents.	Average length of time devoted to each visit. H.	Average length of time devoted to each visit. M	No. of miles traveled in the performance official duties.	No. of Institutes held during the year.	No. of Teachers in attendance at the Institute.	Salary of the County Superintendent.
Baker	.....	11	4	13	3	00	280	1	5	$ 300 00
Benton	3	31	8	83	2	30	1000	1	37	400 00
Clackamas	6	74	.....	68	3	00	300	1	40	200 00
Clatsop	1	4	.....	4	1	30	50	.....	.....	200 00
Columbia	.....	3	3	9	3	00	1000	.....	.....	.....
Coos	2	4	8	9	.....		.....	1	17	300 00
Curry	1	1	2	7	3	00	358	.....	.....	.....
Douglas	.....	.....	.....	56	.....		.....	1	25	400 00
Grant	2	7	2	8	2	00	220	.....	.....	400 00
Jackson	6	36	.....	12	2	00	500	.....	.....	500 00
Josephine	.....	.....	.....	1	3	00	1	.....	.....	125 00
Lake	.....	1	3	6	4	00	200	.....	.....	240 00
Lane	.....	40	.....	12	2	00	150	1	40	500 00
Linn	1	34	.....	.....	.....		.....	1	20	500 00
Marion	8	30	.....	50	1	00	500	1	75	500 00
Multnomah	3	17	.....	21	0	45	.....	.....	.....	500 00
Polk	.....	41	20	15	1	00	250	1	30	200 00
Tillamook	.....	.....	.....	3	2	00	28	.....	.....	.....
Umatilla	1	15	4	6	3	00	300	.....	.....	300 00
Union	.....	1	3	8	6	00	150	.....	.....	300 00
Wasco	1	7	.....	30	3	00	2500	.....	.....	600 00
Washington	7	18	13	48	2	00	1000	.....	.....	180 00
Yamhill	2	24	10	35	3	00	.....	1	25	300 00
Total	44	399	80	504	2	30	8787	10	314	$ 6945 00
Average										$347 25

TABLE VI—1880.

Showing number of Schools furnished with Webster's Unabridged Dictionary and suitable Record Books, number of Teachers taking Educational Journal, number of school visits by County Superintendents, length of time devoted to each visit, number of miles traveled by County Superintendents in performing official duties, number of Institutes held, number of Teachers in attendance and salaries of Superintendent for the School Year ending first Monday March, 1880

COUNTIES.	No. of Districts furnished with Webster's Unbg'd Dictionary.	No. of Districts furnished with suitable Books of Record.	No. of Teachers taking an Educational Journal.	No. School Visits by County Superintendent.	Average length of time devoted to each visit. H. / M.	No. miles traveled by County Superintendent in performing official duties.	No. of Institutes held during the year.	No. of Teachers in attendance at the Institutes.	Salary of the County Superintendent.
Baker	..	14	4	8	2·00	65	..	..	$ 300 00
Benton	6	32	12	92	2 30	500	1	45	400 00
Clackamas	11	74	8	69	3·00	1000	..	..	200 00
Clatsop	1	13	..	11	3·00	175	..	..	200 00
Columbia	1	3	1	4	3:00	60	..	..	.....
Coos	3	2	7	41	2·00	500	1	19	300 00
Curry	1	..	5	11	5:00	375	..	..	100 00
Douglas	2	..	..	64	3·00	1500	1	40	500 00
Grant	2	6	5	19	2:00	1200	1	8	400 00
Jackson	3	14	..	31	2.30	650	1	30	500 00
Josephine	..	..	..	5	2·00	100	..	..	125 00
Lake	..	4	3	13	2·00	450	..	.	240 00
Lane	1	47	..	65	2·00	800	1	30	500 00
Linn	2	33	12	..	.....	.....	1	83	500 00
Marion	10	45	30	63	1·00	496	1	85	500 00
Multnomah	6	38	20	..	:30	.....	1	140	500 00
Polk	..	40	40	40	2.30	500	2	40	280 00
Tillamook	..	..	..	5	1.30	155	..	..	50 00
Umatilla	1	48	24	4	3·00	200	1	36	400 00
Union	0	20	7	25	3·00	1000	1	35	300 00
Wasco	2	3	15	30	3·00	2000	..	..	360 00
Washington	8	24	24	64	2:15	999	1	80	180 00
Yamhill	2	20	20	54	3:00	1000	1	76	350 00
Total	63	480	237	718	2,30	13725	15	747	$ 7185 00
Average									$326 59

TABLE VII.

Showing List of County Superintendents whose Term Expires first Monday in July, 1882. Those marked thus * re-elected.

COUNTY.	NAMES OF SUPERINTENDENTS.	POST OFFICE.
Baker	J. A Payton	Baker City.
Benton	*E B. McElroy	Corvallis
Clackamas	*N. W. Randall	Oregon City.
Clatsop	*S. T. McKean	Astoria.
Columbia	J. H. Elwell	St. Helens.
Coos	A. B. Camp	Empire City.
Curry	Raw Tichenor	Ellensburg.
Douglas	J. W. Strange	Roseburg.
Grant	*J. W. Mack	Prairie City.
Jackson	*J. D. Fountain	Ashland.
Josephine	C. N. Hathaway	Kerbyville.
Lake	J. H. Clayton	Lakeview.
Lane	T. J. Gill	Eugene City.
Linn	J. L. Gilbert	Lebanon.
Marion	*J. T. Gregg	Salem.
Multnomah	*I A Macrum	Portland.
Polk	C. Magers	Independence.
Tillamook	I T. Maulsby.	Tillamook.
Umatilla	*J. C. Arnold	Pendleton.
Union	J. T. Outhouse	La Grande.
Wasco	O. D. Doane	The Dalles.
Washington	*J. D. Robb	Forest Grove.
Yamhill	*L. H. Baker	Dayton.

TABLE VIII.

COMPARATIVE STATISTICS.

Showing the Educational Progress of the State from 1872 to 1880—Since the Organization of the Department.

	1873	1874	1875	1876	1877	1878	1879	1880	Increase in 8 years.
Number of districts	642	680	755	795	750	904	978	1,007	365
Total school population	38,670	40,808	44,587	48,473	50,379	53,462	56,464	59,615	20,935
Number enrolled	Not rep.	20,680	24,854	27,426	26,091	26,992	32,718	37,533	16,853
Average daily attendance	15,329	15,166¼	18,005	15,565	14,387	21,464	20,840	27,435	12,106
Average number months of school per year	4⅓	4⅓	4⅓	4.9-10	4⅓	4⅗	4.2-5	4⅓	
Average salary of male teachers	$ 47 54	$ 45 92	$ 45 68	$ 49 20	$ 47 24	$ 45 25	$ 43 90	$ 44 19	d$ 3 35
Average salary of female teachers	43 70	34 46	33 64	34 73	34 87	34 33	33 80	33 38	d 10 32
Amount paid teachers	154,944	157,103	113,962	181,902	182,714	194,571	205,523	210,429	55,485
Amount received from district tax	71,152	47,243	92,035	57,852	51,009	73,456	84,189	79,562	8,410
Amount received from county tax	80,438	87,573	117,182	122,189	118,053	125,704	119,728	133,477	53,039
Amount received from State fund	32,420	31,589	33,367	31,226	38,551	33,237	48.147	36,910	4,490
Total amount school funds	184,010	204,760	258,871	269,822	235,337	258,785	351,673	339,080	155,070
Total value of school property	322,440	332,764	304,737	442,540	305,563	483,058	520,963	567,563	245,099

COLLEGES AND ACADEMIES.

STATISTICAL EXHIBIT

FOR THE

SCHOLASTIC YEAR ENDING IN 1880.

REMARKS.

The information contained in the following tabular statements concerning the Colleges, Academies and other private institutions of learning in the State, may be considered in the main reliable. I have made due effort to get reliable statistics.

I sent out circulars to all the schools enumerated in the following tables, asking for the desired information, and received answers from all except the schools and academies under the supervision of the Sisters of the Most Holy Names, the Bethel Academy, Jefferson Institute, St. Michael's College, Santiam Academy, Umpqua Academy and the Independent German School.

I have given such information concerning these schools not reporting as I could gather from the sources at my command. In my search for the desired information I have been greatly aided by the reports of my predecessors, Hon. Syl. C. Simpson and Hon. L. L. Rowland.

TABLE I.

STATISTICS OF COLLEGES AND ACADEMIES.

NAME.	LOCATION.	WHEN FOUNDED.	DENOMINATION.
Academy of the Sacred Heart.	Salem, Marion county	1863	Roman Catholic.
Academy of Mary Immaculate	The Dalles, Wasco county	.....	Roman Catholic.
Albany Collegiate Institute	Albany, Linn county	1866	Presbyterian.
Ashland College and Normal School	Ashland, Jackson county	1879	Methodist Episcopal.
Bethel Academy	Bethel, Polk county	1853	Christian.
Bishop Scott Grammar and Divinity School	Portland, Multnomah county.	1870	Episcopal
Blue Mountain University	La Grande, Union county	1873	Methodist Episcopal.
Christian College	Monmouth, Polk county	1865	Christian.
Corvallis College	Corvallis, Benton county	1868	State Agricultural.
Grace Church Parish School	Astoria, Clatsop county	1870	Episcopal.
Independent German School	Portland, Multnomah county.	1870	Independent.
Jefferson Institute	Jefferson, Marion county	1856	Independent.
LaCreole Academic Institute	Dallas, Polk county	1856	Independent.
Linuean Academy	Harrisburg, Linn county	1879	Independent.
McMinnville College	McMinnville, Yamhill county	1852	Baptist.
Medical College of Willamette University	Portland, Multnomah county.	1867	
Notre Dame Academy	Baker City, Baker county	.....	Roman Catholic.
Oregon Institute for Deaf and Dumb.	Salem, Marion county	1870	State.
Pacific University and Tualitan Academy	Forest Grove, Washigton co'y	1854	Independent
Philomath College	Philomath, Benton county	1865	United Brethren.
Santiam Academy	Lebanon, Linn county	1854	Methodist Episcopal.
St. Helen's Hall	Portland, Multnomah county	1869	Episcopal
St Mary's Academy	Portland, Multnomah county.	1859	Roman Catholic.
St Mary's Academy	Jacksonville, Jackson county.	.....	Roman Catholic.
St. Paul's Academy	St. Paul, Marion county	.....	Roman Catholic.
St Michael's College	Portland, Multnomah county.	.....	Roman Catholic.
State University	Eugene City, Lane county	1876	State.
Umpqua Academy	Wilbur, Douglas county	1854	Methodist Episcopal.
Willamette University	Salem, Marion county	1853	Methodist Episcopal.

TABLE II.

STATISTICS OF COLLEGES AND ACADEMIES.

NAME.	INSTRUCTORS.	POSITION HELD.	SALARY.	BUILDINGS.					GROUNDS.		Total value of property.
				Material.	Dimens'ns in feet.	No of ac'dl rooms.	Recitation Rooms.	Present Value.	Size.	Value.	
Academy of the Sacred Heart	Rev. Sister Mary... 12 assistants.	Superior	$	Brick				$ 40000		$ 2000	$ 42000
Academy of Mary Immaculate	Sis'r Mary Assumption & 4 assistants.	Superior									
Albany Collegiate Institute	Rev. E. N. Condit.. 3 assistants.	President		Wood	50x70	2	2	7000	7 acr's	7000	14000
Ashland College and Nor School	Rev. L. L. Rogers.	President	1500	Wood	88x64	6	4	5000	5 acr's	2000	7000
	Ladru Royal, A. M.	Mathematics	1000								
*Bethel Academy	Quincy A. Grubbe	Principal		Wood	60x40	2	2	2000	1 acre	200	2200
Bishop Scott Gram. & Div. Sch'l	J. W. Hill	Head Master						16000	4 blks		16000
Blue Mountain University	Rev. G E. Ackerman	President and Prof. Men. & Mor. Sci.	1500	Brick	80x100	6		1600	5 acr's	2000	3600
	Mrs. E. V. Ackerman	Pro. Fnch & Fine Arts	700								
	Miss O. Chamberlin	Music	700								
Christian College	T. F. Campbell, A M	President	800	1 brick.	36x72	11	4	15000	12acrs	1200	16200
	D. T. Stanley, A M.	Physical Science.	540	1 wood.							
	P. L. Campbell	Ancient Languages.	540								
Corvallis College	B. L. Arnold, A M	President	1800	Wood	36x68	6	6	9000	1½ac.	3000	12000
	B. J. Hawthorne, A M	Languages	1400		30x70						
	Jos. Emery, A M	Mathematics	1400								
	E B. McElroy	Prin. Prep. Dep't.	1050								
Grace Church Parish School	Rev. A T. Perkins.	Rector		Wood	20x36	1	1	500			500
*Ind. German School	John Reisacher	President						2000		5000	7000
*Jefferson Institute	Thos. J. Taylor	Principal		Wood				2000			2000
LaCreole Academic Institute	S. A. Randle	Principal	900	Wood	26x60	4	1	1500	2 blks	5000	6500
	Miss M. E. Strong.	Math. and Lang.	405								
	Miss S. Jones	Intermediate Dep't.	360								
	Miss Joanna Lyle	Primary Dep't	360								
	Miss Ella Witten	Music									
Linnean Academy	S. S. Train	Principal		Wood	25x48	2		1200	1 acre	300	1500
	Mrs. M. J. Train	Preceptress			25x28						
McMinnville College	G. J. Burchett	President	1200	Wood		3	3	5000	5 acr's	8000	13000
	D. C. Latourette		700								
Med. Col. Willamette Univ'sty	C. E. Lambert, A M	President									
*Notre Dame Academy	Sister Mary Justina	Superior									

Or. Ins. for the Deaf and Dumb..	Rev. P. S. Knight..	Principal	1000								
	Wm. S. Smith		500								
	Mrs. P. S. Knight.										
Pacific University and Tual. Acad	†Rev. J. R. Herrick	Pres. Prof. Mt. Phil	1700	Wood..	2 bldgs						
	Jos W. Marsh, A.M.	Prof. Lat. and Greek	1200		23x60	3	5	7000	30acrs	4000	11000
	W. N. Ferrin, A. M.	Math. and Nat. Sci..	1200								
	Capt M C Wilkinson	Mil. Sci. & Tactics.									
	J D. Robb, A. M.	Prin. Academy	800								
	W. D. Lyman, A. B.	Instructor	700								
	Miss L. Carson, A.B.	Preceptress	800								
	W. F. Marsh, A. B.	Primary Dept									
	J. W. Marsh, A. M..	Librarian									
	Miss Sarah Bowlby.	Music									
Philomath College	Rev. W. S. Walker.	Pres. Prof. Men. & Mor. Sci. & Lan..		Brick..				11000			11000
	Henry Sheak, M. S.	Math. & Nat. Sci...									
	Miss C. L. Merriman	Prin. Prep. Dept...									
Santiam Academy	J. L. Gilbert..	Principal									
St. Helen's Hall	Rt Rev. B. W. Morris	Rector		Wood..		2	5	20000		20000	40000
	Miss M. B. Rodney.	Principal									
	Miss Lydia Rodney	Vice Principal									
	Miss C. Rodney	Music Dept									
	Miss L H. Blackler.	Teacher									
	Mrs M B. Clopton.	Teacher									
	Miss Mary Taylor..	Teacher									
	Miss N. A. Wygant.	Teacher									
	Miss M. E McNaier	Music									
	Miss M. E. Johnson	Mus. & Calisthenics									
	Miss S. Van Horn..	Drawing & Painting									
	Rev. J. Rosenberg..	Latin & German									
	M. Maurice Briel...	French									
*St. Mary's Academy, Portland..	Rev. Sister Mary... 20 assistants.	Prov. and Superior.									
*St. Mary's Acad., Jacksonville..	Rev. Sis Mary Angel 4 assistants.	Superior									
*St. Paul's Academy	Rev Sis. Mary Peter 5 assistants.	Superior									
*St. Michael's College	Rev. A. J. Glorieux	Pres. Prof. Nat. Sci. Math. and Lan...									
	H. Nelson	Math. and Geology.									
	J. Kane	Lit. and Elocution.									
	Rev. B. Orth	German									
State University of Oregon	J. W. Johnson, A.M.	Pres Prof. Lat. & Gr	2000	Brick.	52x112.						
	Mark Bailey, A M.	Mathematics	1600		3stories	1	6	65000	18acrs	2000	67000
	Thos. Condon, A.M.	Geol & Nat. Hist..	1600								
	T.M. Gatch, A.M. PhD	English Literature.	1600								
	John Straub	Modern Language.	1600								
	Geo. H. Collier.	Chemistry & Phys..	1600								
	Mrs. M. P. Spiller..	Prin. Prep. Dept...									
	Miss Lizzie Boise..	Assistant									
Umpqua Academy	Rev. H. L. Benson..	Principal									7000

TABLE II.—Concluded.

STATISTICS OF COLLEGES AND ACADEMIES.

NAME.	INSTRUCTORS.	POSITION HELD.	SALARY.	BUILDINGS.					GROUNDS.		Total Value of Property.
				Material	Dimens'ns in feet.	No. of Scl. Rooms.	Recitation Rooms.	Present Value.	Size.	Value.	
Willamette University	C. E. Lambert, A.M.	President	$ 1400	Brick..	80x80	14	5	$ 46000	60acrs	$ 20000	$ 66000
	T. Van Scoy, A. M.	.....	1000	.....	3stories	.. ..	....	.....	.....	.....	.....
	Althea Moores, B.S.	Preceptress	750	.....	.....	.....	.....	.....	.. ..	.....	.....
Total	.....	.....	.....	.....	.....	.....	.....	$ 250,800	.....	$ 81700	$ 339,500

*From report of 1878. No report received this year. †President elect, vice Rev. Dr. S. H. Marsh, deceased.

TABLE III.

STATISTICS OF COLLEGES AND ACADEMIES.

NAME.	Endowment.	Annual Income from Endowment.	Annual Income from Tuition.	Total Income	Amount Expended for Salaries.	Total Expenditures.	No Terms in Year.	No. Weeks in Term.	Rate of Tuition per Term.
Academy of the Sacred Heart	$.....	$.....	$.....	$.....	$.....	$.....	4	10	$ 5 to 10
Academy of Mary Immaculate	.....	.....	.....	.....	.....	.....	4	11	6 to 10
Albany Collegiate Institute	1,000 00	120 00	2,000 00	2,320 00	.....	.....	....	10	5 50 to 12 50
Ashland College and Normal School	.....	.....	.....	.....	.....	.....	....	..	.....
Bishop Scott Grammar and Divinity School	10,000 00	.....	.....	.....	.....	.....	....	...	.....
Blue Mountain University	.....	.....	.....	.....	.....	.....	3	10	3, 7, 11, 15
Christian College	20,000 00	1,400 00	600 00	2,000 00	1,750 00	2,000 00	....	40	18, 30, 40
Corvallis College	60,022 00	6,000 00	.....	.....	.....	.....	....	13	6, 12, 13, 15
Grace Church Parish School	.....	.....	.....	.....	.....	.....	3	13	7
Jefferson Institute	4,000 00	400 00	.....	1,600 00	.....	.....	....	14	5 50 to 12
LaCreole Academic Institute	6,000 00	400 00	1,045 00	1,995 00	2,025 00	2,175 00	....	12	2 50 to 6
Linnean Academy	.....	.....	.....	.....	.....	.....	....	12	5
McMinnville College	20,000 00	1,500 00	1,800 00	3,300 00	2,000 00	3,200 00	...	....	5, 7, 10
Medical College Willamette University	.....	.....	.....	.....	.....	.....	1	26	120
Oregon Institute for Deaf Mutes	.....	.....	.....	.....	.....	.....	....	....	Free
Pacific University	70,000 00	6,000 00	2,600 00	10,240 00	4,700 00	8,700 00	3	13	Col. 15, Acs. 10
Philomath College	15,000 00	1,700 00	300 00	2,078 00	2,400 00	2,530 00	....	14	5 50 to 10
St. Helen's Hall	.....	.....	.....	.....	.....	.....	....	20	15 to 25
St. Michael's College	.....	.....	.....	.....	.....	.....	....	11	5, 7, 9
State University of Oregon	57,211 00	5,000 00	3,000 00	11,500 00	10,800 00	11,800 00	3	...	15, 20
Willamette University	.....	.....	3,500 00	3,800 00	3,000 00	3,400 00	...	10	11, 13
Total	$263,233 00	$ 22,520 00	$ 14,845 00	$ 38,833 00	$ 26,675 00	$ 33,805 00			

TABLE IV.

STATISTICS OF COLLEGES AND ACADEMIES.

NAME.	NUMBER AND CLASSIFICATION OF STUDENTS.													
	PRIMARY.		ACADEMIC.		COLLEGIATE.									
					SCIENTIFIC.		CLASSICAL.							
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Medical.	Musical.	Total Male.	Total Female.	Total No. of Students.	Average Daily Attendance.
Academy of the Sacred Heart	.....	.....	.....	100	.....	.....	.....	.....	....	....	....	100	100	Not reported
Academy of Mary Immaculate	.....	.....	.....	60	.....	.....	.....	.....	....	....	.....	60	60	do
Albany Collegiate Institute	11	9	25	30	.....	2	2	3	....	...	38	50	88	do
Ashland College and Normal School	15	18	25	31	4	5	10	9	....	....	54	63	117	80
Bishop Scott Grammar and Divinity School	.....	.....	60	.....	.....	.....	.....	.....	....	....	60	.....	60	Not reported
Blue Mountain University (not reported)	.....	.....	.....	.....	.....	.....	.....	.....	....	....	.....	.....	.....	.....
Christian College	53	47	7	6	9	11	8	7	....	7	77	78	155	107
Corvallis College	.....	.....	75	.....	.....	.....	88	.....	....	....	163	.....	163	150
Jefferson Institute (not reported)	.....	.....	.....	.....	.....	.....	.....	.....	....	....	.....	.....	.....	.....
LaCreole Academic Institute (not reported)	.....	.....	.....	.....	.....	.....	.....	.....	....	....	.....	.....	.....	.....
Linnean Academy	21	22	24	16	.....	.....	.....	.....	....	....	45	38	83	54
McMinnville College	28	29	25	20	.....	.....	.....	.....	....	....	53	49	102	61
Notre Dame Academy	.....	.....	.....	30	.....	.....	.....	.....	...	....	.....	30	30	Not reported
Oregon Institute for Deaf Mutes	.....	.....	.....	.....	.....	.....	.....	.....	....	....	.....	.....	15	14
Pacific University	.....	.....	74	49	5	3	7	1	....	....	86	53	139	Not reported
Philomath College	10	10	9	7	8	.....	5	5	....	4	34	33	67	23
Santiam Academy (no report)	.....	.....	.....	.....	.....	.....	.....	.....	...	...	.....	.....	.....	.....
St. Helen's Hall	.....	.....	.....	40	.....	.....	.....	115	....	80	.....	155	155	100
St. Mary's Academy, Portland	.....	.....	.....	100	.....	.....	.....	.....	....	....	.....	100	100	Not reported
St. Mary's Academy, Jacksonville	.....	.....	.....	50	.....	.....	.....	.....	....	....	.....	50	50	do
St. Paul's Academy	.....	.....	.....	45	.....	.....	.....	.....	....	....	.....	45	45	do
State University of Oregon	.....	.....	64	.....	84	.....	30	.....	....	....	178	.....	178	134
Willamette University	6	10	43	48	4	0	3	1	23	4	79	69	148	Not reported
Total	144	154	431	638	114	27	153	141	23	95	867	973	1855	

TABLE V.

STATISTICS OF COLLEGES AND ACADEMIES.

NAME.	NUMBER AND CLASSIFICATION OF GRADUATES.									GRADUATES IN 1880.		
	COLLEGIATE.					MEDICAL.			Total Graduates.			
	SCIENTIFIC.		CLASSICAL.									
	Males	Females.	Males.	Females.	Total Collegiate.	Males.	Females.	Total.		Males.	Females	Total in 1880.
Academy of the Sacred Heart	.....	.....	.....	25	25	.....	.....	.....	25	.....	.....	.....
Albany Collegiate Institute	2	15	1	.....	18	.....	.....	.....	18	.....	.....	.....
Christian College	30	11	16	5	62	.....	.....	.....	62	1	1	2
Corvallis College	29	10	6	1	46	.....	.....	.....	46	3	2	5
Pacific University	13	15	22	2	52	.....	.....	.....	52	1	.....	1
Philomath College	7	3	.....	4	14	.....	.....	.....	14	.....	.....	.....
St. Helen's Hall	.....	37	.....	37	37	.....	.....	.....	37	.....	3	3
State University of Oregon	20	8	2	1	31	.....	.....	.....	31	15	5	20
Willamette University	42	91	44	6	183	104	6	110	293	4	6	10
Total	143	190	91	80	468	104	6	110	578	24	17	41

TABLE VI.

STATISTICS OF COLLEGES AND ACADEMIES.

NAME.	No. Courses of Study.	No. Vols. in Library.	Value of Apparatus.	LITERARY SOCIETIES.	Mem. of Lit. Societies	Degrees Conferred.	Indebtedness.	REMARKS.
Academy of the Sacred Heart	4	612	$.....	St. Rose Lit Society	.....	.....	$.....	.....
Academy of Mary Immaculate	3	.....	.....	.....	.....	.....	.....	.....
Albany Collegiate Institute	2	1200	.....	Errodelphian Sigma Phi.	.....	A.B, B.S.	.....	.....
Ashland College and Normal Sch.	4	.....	200	.....	.....	.....	.....	Scientific, Normal, Business and Classical course.
Bishop Scott Gram. and Div. Sch.	....	1500	.....	.....	.....	.....	.....	.....
Blue Mountain University	6	.....	75	.....	.....	A.B., A.M. Ph B.L.B	.....	Has two Colleges: Liberal Arts and Fine Arts.
Christian College	3	350	50	Vespertine, female Hesperian, male. Philosophian, male.	.....	A.B., S.B.	5000	Normal Classes in each department.
Corvallis College	4	800	3000	Adelphian	25	A.B., A.M. B.S.	.....	State Agricultural College of Oregon; endowed by Congressional land grant of 90,000 acres.
Jefferson Institute	1	.....	75	.....	.....	.....	.....	.....
LaCreole Academic Institute	2	20	.....	Vesperine	12	.....	.....	Endowed by gift of Messrs. Robb and Tibbetts
Linnean Academy	1	24	.....	Cos Ingeniorum	30	.....	.....	.....
McMinnville College	2	500	.....	Nicaian	30	A.B., B.S.	.....	Endowed by subscriptions
Pacific University	3	5000	1000	Gamma Sigma Philomathean.	20 12	A.B., M.S		Endowed by donations; has a special university course for ladies.
Philomath College	3	850	250	Philomathic Gordian.	30 24	A.B, B.S.	1200	Endowed by donations.
Santiam Academy	1	.....	.....	.....	.....	.....	.....	.....
St Helen's Hall	3	600	.....	.....	.....	.....	.....	Gives testimonials in lieu of degrees.
State University of Oregon	3	1000	5000	Eutaxian Laurean	.....	B.A., B.S.	2500	Endowed by grant of government lands amounting to 46,080 acres.
Willamette University	4	2500	.....	Athenaeum Hesperian. Alka. Concordia.	100	A.B., L.B.	.....	First founded in 1842 by Methodist Missionaries as the "Oregon Institute."
Total	....	14,344	9050					

THE IRREDUCIBLE STATE EDUCATIONAL FUNDS.

The following statement of the Clerk of the State Board of School Land Commissioners shows the status of the Irreducible, Common School, University and Agricultural College Funds, respectively:

To the Honorable Board of Commissioners for the Sale of School and University Land, and for the Investment of the Funds Arising Therefrom:—

In accordance with your direction, I herewith present an exhibit of the amounts and condition of the Irreducible School Fund, University Fund, and Agricultural College Fund, on the 1st day of January, 1880, being a complete list of the notes and judgments due said funds so far as reported to this office by the local agents.

I would also present the following abstract showing the amounts of the school funds in the hands of the various custodians—

In the hands of	State Treasurer		$ 114,735 52
do	Clerk of Board		22,016 84
do	Treasurer of Baker County		5,272 47
do	do	Benton	23,142 91
do	do	Clackamas	19,496 81
do	do	Clatsop	5,301 22
do	do	Columbia	3,442 99
do	do	Coos	11,226 93
do	do	Curry	6,438 03
do	do	Douglas	36,687 04
do	do	Grant	4,293 33
do	do	Jackson	24,825 75
do	do	Josephine	4,594 63
do	do	Lake	333 28
do	do	Lane	43,416 64
do	do	Linn	87,909 18
do	do	Marion	39,302 04
do	do	Multnomah	3,907 30
do	do	Polk	14,726 64
do	do	Tillamook	730 00
do	do	Umatilla	37,319 54
do	do	Union	17,785 61
do	do	Wasco	12,953 53
do	do	Washington	14,547 65
do	do	Yamhill	8,423 69
Total amount of School Fund			$ 562,829 57

UNIVERSITY FUND.

In the hands of	State Treasurer	$ 48,839 49
do	Clerk of Board	5,109 04
do	Treasurer of Lane County	3,262 94
Total University Fund		$ 57,211 47

AGRICULTURAL COLLEGE FUND.

In the hands of	State Treasurer	$ 45,727 07
do	Clerk of Board	14,294 70
Total Agricultural College Fund		$ 60,021 77

Respectfully submitted, E. P. McCORNACK, Clerk of Board.

The foregoing exhibit shows the amount of the Irreducible School Fund to have been on the 1st of January, 1880, $562,829.57.

This is held in hands of the several custodians as above enumerated, in the form of cash and secured notes drawing 10 per cent. interest. If this amount were constantly loaned at the legal rate of interest and the interest promptly collected, as required by law, it is plain that it would yield annually the sum of $56,282.95. But in fact it is seldom if ever *all* loaned out, and sometimes even with the best of care and judgment exercised in making the loans, security depreciates and losses will occur, so that the annual income from this fund falls several thousand dollars below this amount. During the last year the Board collected, and on the 20th July, 1880, distributed to the several counties, interest to the amount of $45,903.55. This fund, which now affords a revenue of 77 cents per annum for each child of school age, and of $1.67 for each child attending school, is steadily increasing, and if well managed and properly guarded, will forever be an efficient agency in the education of the people.

The exhibit also shows a total State University Fund, derived from the sale of university lands, of $57,211.47, and an Agricultural College Fund, derived from the sale of agricultural college lands, of $60,021.77, both likewise increasing from the sale of the lands donated by Congress for the endowment of these respective schools.

SCHOOL FUND APPORTIONMENT FOR THE YEARS 1879-'80.

The following tabular statement shows the amount of interest arising from the Irreducible School Fund for the two years indicated, and distributed by order of the Board The rate per capita for each child is 77 cents for 1880, against that of about 63 cents for 1879. The increase in the number of children of school age is 3,151, while the increase in the fund amounts to $9770 43.

COUNTIES.	1879	1880.
Baker	$ 698 24	$ 867 02
Benton	1509 76	1837 99
Clackamas	2273 28	2825 90
Clatsop	548 48	676 06
Columbia	469 76	564 41
Coos	1039 36	1404 48
Curry	295 04	348 04
Douglas	2380 80	2912 14
Grant	576 64	793 10
Jackson	1915 52	2417 03
Josephine	476 80	587 51
Lake	384 64	664 51
Lane	2449 28	3044 04
Linn	3434 88	4140 28
Marion	3519 36	4230 38
Multnomah	4264 32	5366 13
Polk	1605 76	1955 80
Tillamook	206 08	271 04
Union	1392 00	2009 70
Umatilla	1618 56	2874 41
Wasco	1525 76	1720 18
Washington	1720 32	2128 28
Yamhill	1828 48	2266 11
Total	$ 36,133 12	$ 45,903 55

TEXT BOOKS.

In the appropriate place, as a part of the Rules and Regulations of the State Board of Education, may be found the authorized State series of text books for the use of the Public Schools of this State.

With scarcely an exception the authorized text books are exclusively used in the Public Schools throughout the State. So far as I have been able to learn they are giving general satisfaction.

In pursuance of the provisions of Section 12 of the School Law as amended by the Legislature of 1878, the Board of Education, after due deliberation and the exercise of great care in ascertaining the wishes of the people regarding the matter, did, on the 17th day of April, 1879, order the Superintendent to issue special circulars to the several County Superintendents, directing them to select a series of readers and a speller as substitutes for the Pacific Coast Readers and Speller. This order of the Board was executed on the 23d day of April, and the circulars sent to the Superintendents.

The Publishers of the Pacific Coast series tried in every way possible to thwart the effort of the Board to make a change, even to the extent of carrying the matter before the courts in the form of an injunction to prevent the votes being taken, but to no avail. The Board was represented in the suit by its attorney, Hon. J. N. Dolph, and was successful.

When the votes of Superintendents were canvassed it was found that the Independent Readers and Watson's Complete Speller had received a majority of the votes and were therefore duly declared to be the authorized text books in those branches.

It affords me great pleasure to be able to report that the change has been effected, and on terms so liberal, and with books of such superior quality, that so far as I have been able to learn the people and teachers are well satisfied.

The many advantages of State uniformity in school books are so palpable, and the reasons for the same have been so often and ably set forth by my illustrious predecessors that I shall not take the room here to discuss the matter; suffice it to say, that I trust the wheels of our educational progress will not be clogged or backward turned by any short-sighted attempt to return to the days of "every one to his own liking" in the matter of text books.

State Board of Examination.

The following information and requirements of the Board are inserted here for the benefit of those who may wish to apply for Diplomas or Certificates.

State Board of Education.

- W. W. Thayer, Governor,
- R. P. Earhart, Secretary of State.
- L. J. Powell, Sup't Public Instruction, and Ex-officio Sec. Board.

State Board of Professional Teachers appointed to assist in the Semi Annual Examination of Applicants for Diplomas and Certificates.

- T. M. Gatch, Ph. D., of Ogn. State University.
- E. B. McElroy, Co. Sup't of Benton County.
- J. D. Robb, A. M., Co. Sup't of Washington Co.
- J. T. Gregg, Co. Sup't of Marion County.
- John C. Arnold, Co. Sup't of Umatilla Co.
- T. H. Crawford, A. M., Sup't City Schools, Portland.
- I. W. Pratt, Principal Harrison Street School, Portland.
- T. C. Bell, late Prin. Eugene City, Pub. Schs.

Board of Examination.

MEETING OF THE BOARD, AND TIMES AND PLACES OF HOLDING EXAMINATIONS.

The regular meetings of the State Board of Examination occur on the first Monday of January, and of July in each year, at the Capital of the State.

In addition to these stated examinations of applicants for State and Life Diplomas and State Certificates, the Superintendent of Public Instruction, assisted by any members of the State Board of Examination whom he may call to his aid, is authorized by the Board of Education, to hold examinations with questions prepared by the Board of Examination, at any time and place he may deem advisable. In all such examinations the papers of all persons examined must be return-

ed by the Superintendent of Public Instruction to the State Board for determination of standing and final action.

DIPLOMAS AND CERTIFICATES.

In State Examinations, applicants must answer, for Life Diplomas, 90 per cent., and for State Diplomas 75 per cent. of the questions asked in the following branches: Orthography, Reading, Writing, Mental and Written Arithmetic, English Grammar, Political and Physical Geography, Modern History, Algebra, Theory and Practice of Teaching, School Law of Oregon, Physiology, *Geometry, Composition, English Literature, Book-Keeping, Natural Philosophy, and Constitution of the United States.*

For State Certificates, applicants must answer, for First Grade, 90 per cent., and for second Grade, 75 per cent. of the questions asked, in all the above branches, except Geometry, Composition, English Literature, Book-Keeping, Natural Philosophy, and Constitution of the United States.

In addition to the above requirements, the applicant, before receiving a Life Diploma, must be twenty-five years of age, and must furnish testimonials of marked success as a teacher for a period of at least six years, three of which must have been within this State; and before receiving a State Diploma, the applicant must be twenty-one years of age, and must furnish testimonials of success for a period of at least four years, two of which must have been in this State; and before receiving a First Grade State Certificate, the applicant must be eighteen years of age, and must have had at least one year's successful experience as a teacher. All applicants for Diplomas and Certificates must furnish satisfactory evidence of good moral character.

If at any of the examinations, conducted by authority of the State Board, it shall be found that any applicant has answered 90 per cent. of the questions asked him in any one or more branches, but has not received the required per cent. in a sufficient number of branches to entitle him to a Life Diploma or a First Grade State Certificate, his standing in examination shall be recorded in a book kept for that purpose, and if at any time, within two years after the first examination, he should apply for another examination, he shall not be required to pass any further examination in those branches in which, at any previous examination, he has answered 90 per cent. or more of the questions asked, but shall be required to pass examination in those branches only in which he has failed to answer 90 per cent. of the questions asked at any previous examination.

FEES.

The fees charged for diplomas and certificates are as follows:
For Life diploma, $10.
For State Educational Diploma, $6.
For First Grade State Certificate, $4.
For Second Grade State Certificate, $2.50.

A Life Diploma gives authority to the holder to teach in any of the public schools in this State during life; a State Educational Diploma for the period of six years; a First Grade State Certificate for the period of two years, and a Second Grade State Certificate for the period of six months.

COUNTY EXAMINATIONS.

The County Board of Examination, consisting of the County School Superintendent and not less than two professional teachers whom he may call to his assistance, hold quarterly examinations during the last weeks of March, June, September and December, and have power to grant First Grade County Certificates, good for two years, and also Second Grade County Certificates, good for six months. Certificates granted at quarterly examinations are free.

The County Superintendent has power to examine applicants and grant certificates at any time, for which a fee of $2.50 is charged.

Questions for Applicants

AT THE

EXAMINATION FOR LIFE AND STATE DIPLOMAS AND STATE CERTIFICATES, HELD JULY, 1879.

Preliminary Questions and Directions for Applicants.

1. Write your name, and postoffice address.
2. How many years have you taught, and where?
3. How many Institutes have you attended?
4. Number your answers to correspond with the questions, and give due attention to the use of capitals and punctuation.
5. No communication nor reference to books or memoranda is permitted during the examination. Write carefully. Spell correctly.
6. An applicant, who is a stranger to the Board, must furnish satisfactory evidence of good moral character.

ORTHOGRAPHY.

Sup't E. B. McElroy, Examiner.

1. Define Orthography, and state the difference between Orthography and Orthoepy.
2. State the difference between accent and emphasis, and illustrate by example.
3. What are compound words? Give clauses, and state how they may be formed.
4. How many sounds are represented by the twenty-six letters?
5. Write the following words, dividing them as they should be divided at the end of a line: Museum, normal, nickel, nauseous, mollient, moisten, misery, dessert, mirage, ideal, dolorous.
6. In the following words, point out the vowels, consonents, silent

letters, diphthongs, and triphthongs: Wheat, knaw, yeast, psalm, viciously, burlesque, two, eye, brow, hymn.

7. How are letters classified with respect to sound?

8. Spell the following words, dividing them into syllables and accent: balance, ocean, destroyed, button-hole, apathy, serviceable, giddy, brained, heinous, hirsute, harass, gutta-percha, ordeal, orthoepy, Hebe, suavity.

9. Correct the following, and give the rule under which they are corrected: Blameable, saleable, compareable, improveing, changeing.

10. The applicant will here spell and write words given by the examiner.

READING.

Sup't. McElroy, Examiner.

1. What is correct pronunciation, and from what do numerous faults in pronunciation arise?

2. What is emphasis, and what are its objects?

3. What effect does emphasis have upon accent?

4. Define pitch as used in reading, and tell how it is divided.

5. Give example of pure voice, orotund, tumor, gutteral, and define each.

6. Name the grammatical pauses and give uses of each.

7. Define rhetoric and harmonic pauses, and give examples.

8. How many elementary sounds are there and how divided?

9. Write three rules for inflection.

10. Give your methods of teaching reading.

ENGLISH GRAMMAR.

Sup't E. B. McElroy, Examiner.

1. Define and speak at length of the noun and its properties.

2. In Grammar, what is meant by syntax, and what does the word syntax mean?

3. Define Simile, Metaphor and Allegory.

4. As regards frequency of use, how does Metaphor compare with other figures?

5. Discuss the verb and its properties.

6. Name the punctuation points used in written and printed matter, define and give uses of each.

7. What is Prosody and how many kinds of verse are there?

8. Diagram the following sentences: "To be good is the mother of to do good." "A fire came out from before the Lord." "Two went

up to pray, One nearer to God's altar trod, The other to the altar's God."

9. Parse the following: Well, I'm off to Paris, after you leave. How much is it worth? Somehow or other he is always first. Full many a flower is born to blush unseen. All at once the sky was overcast.

10. Correct the sentences below and give reasons: Of all the other books I have examined, this is the most satisfactory. He visited his sons in law's homes. Wanted, a young man to take care of some horses, of a religious turn of mind. I saw that the kettle had been scoured, with half an eye.

GEOGRAPHY.

Sup't E. B. McElroy, Examiner.

1. Name and describe at least three physical regions of Oregon.
2. State the difference between a limited monarchy and a despotism, and give examples of each.
3. Give the boundaries of Oregon; name the principal rivers and describe them.
4. Locate the Suez canal and tell what you know of it.
5. From what countries do we import coffee, tea, salt, dye-woods, spices?
6. How does the climate of Oregon compare with that of New England?
7. Name and describe the chief harbors on this coast.
8. Describe the agricultural, mineral and manufacturing products of Oregon and California.
9. Explain and illustrate the relation which Physical Geography bears to some of the other natural sciences.
10. Of what does Physical, Political and Mathematical Geography treat?

PENMANSHIP.

Sup't E. B. McElroy, Examiner.

1. What is meant by principles and how many are used?
2. Make and name the principles used in the Spencerian system.
3. Define the base and head lines.
4. Analyze the letters in the word most.
5. Write and analyze the loop letters.
6. Write and space the word Apostle.
7. In what letters do we find the capital stem?

8. Define the movements used in writing.
9. Analyze the capital letter B.
10. How much time should be given per day to writing?

ALGEBRA.

Sup't John C. Arnold, Examiner.

Solutions, verifications, etc., required in full. Each answer to question, definition, example, solution or verification; also neatness of execution, correct usage of orthography, capital letters and punctuation will be carefully noted in calculating the per-cent. standing.

1. What is Algebra? How does it differ from Arithmetic?

2. Define and give examples of each of the following terms: 1. Axiom; 2. Radical quantity; 3. Member of an Equation; 4. Formula; 5. Unknown Quantity; 6. Infinitesimal; 7. Vanishing Fraction; 8. Mean Proportional; 9. Surd; 10. Factor.

3. Prove that —a multiplied by —b=ab.

4. What is the difference between an exponent and a coefficient? 2. A root and a power; 3. An example and a problem; 4. A solution and a statement; 5. An equation and a proportion?

5. Find the value of the unknown quantity in the following equation, and verify: $\frac{5x-|-5}{x-|-2} - 29 = \frac{6x-12}{x-2} - 39$

(No credit given for solution without verification.)

6. A man being asked how many dollars he gave for his watch, replied; "If you multiply the price by 4, and add 60 to the product, the sum will exceed 256; but if you multiply the price by 3, and subtract 40 from the product, the remainder will be less than 113. Required, the price of the watch.

7. Find the value of $\frac{x^n - a^n}{x-a}$ when x=a.

8. $(\sqrt{18} -|- \sqrt{32} - (2\sqrt{50} - \sqrt{18})\ (2\sqrt{18x3}\ \sqrt{20} -|- \sqrt{10a^2}\ |\ \sqrt{5}$ = what.

9. $\left.\begin{array}{l} x-|-y-|-z=12 \\ x-|-y-|-u=13 \\ x-|-z-|-u=14 \\ y-|-z-|-u=15 \end{array}\right\}$ Find value of each unknown quantity.

10. A and B ran a race; B, who ran slower than A by a mile in 2 hours, started first by 2 minutes, and they reached the 4 mile stone at the same time; required, the rate of each per hour.

WRITTEN ARITHMETIC.

Sup't John C. Arnold, Examiner.

Solutions, verifications, etc., required in full, each answer to question, definition, example, solution or verification, also neatness of execution, correct usage of orthography, capital letters and punctuation will be carefully noted in calculating the per cent standing.

1. What is Arithmetic? 2. What is the difference between Mental Arithmetic and Written Arithmetic?

2. Define each of the following terms: 1 Digit, 2 Rotation, 3 Compound Fraction, 4 Cancellation, 5 Composite number, 6 Cord foot, 7 Bushel, 8 Least Common Multiple, 9 Liquid gallon, 10 Compound number.

3. Prove that $4\text{-}5 \div 2\text{-}3 = 4\text{-}5 \times 3\text{-}2$.

4. A has a circular garden, and B. a square one; the distance around each is 64 rods; which contains the most land, and how much?

5. A turnpike 40 feet wide was run on the diagonal of a township, occupying 20 feet on each side of the diagonal; how many acres did it occupy in the township alone?

6. Before leaving Boston, Long, 71 deg. 3 min. west for New Orleans, Long. 89 deg. 2 min. west, I exchanged $12,345 gold at a premium of 5 per cent. for U. S. currency; on reaching New Orleans I exchanged the currency for gold again; noting from my chronometer the difference in time between the two places, I found that I wanted only $603 currency, to have gained 3 cents currency, for each second; what was the gold quotation at New Orleans when I made the exchange for gold?

GEOMETRY.

Sup't John C. Arnold, Examiner.

Solutions, verifications, etc., required in full, each answer to question, definition, example, solution or verification; also neatness of execution; correct usage of orthography, capital letters and punctuation will be carefully noted in calculating the per cent. standing.

1. What is Geometry? 2. What is Mathematics? 3. What is meant by the term Pure Mathematics? 4. How many kinds of quantity are considered in mathematics? 5. How many kinds of quantity belong to Geometry?

2. Define the following terms and give examples: 1. Corollary, 2 Postulate, 3 Theorem, 4 Scholium, 5 Adjacent, 6 Homologous, 7 Circle, 8 Hypothesis, 9 Polygon, 10 Polyedron.

3. Prove the following Theorem: In any right angled plane triangle, the square described on the hypothenuse is equivalent to the sum of the squares described on the other two sides; and if lines be drawn joining the vertices of any two angles of these described squares, remote from the triangle, but adjacent and in different squares, there will be formed three plane triangles, each of which will be equivalent to the first triangle.

4. 1. What is the difference between a direct and indirect demonstration? 2. Equal and equivalent figures? 3. Alternate and adjacent angles? Give illustrative examples.

5. 1. When is one proposition the converse of another? 2. Are converse propositions always true? Show by example that your answer is correct.

6. Given three straight lines, down from a point within an equilateral triangle to the three angles thereof, required to construct the triangle.

7. I have a parcel of land in the form of a right angled triangle, the base being 60 and the perpendicular 120 rods in length; I wish to cut off one acre from the vertex at the perpendicular, by a line parallel to the base; at what distance from the vertex must the line be drawn?

8. A father willed that a triangnlar piece of ground, having on it a large spring, should be divided equally among his three surviving sons, and that the division lines be so drawn, that the spring might be common to each portion; how is the field to be divided? 30 per cent. given for correct solution.

NATURAL PHILOSOPHY.

Supt. L. J. Powell, Examiner.

1. What are the general properties of matter; specific properties?
2. Define lever, and distinguish the difference between the different classes?
3. How far will a body fall in 3 seconds of time, under the influence of gravity alone?
4. What is the law of universal gravitation?
5. Why does water fly from the surface of a rapidly revolving grindstone?
6. At the sea level, what is the atmospheric pressure on a square foot of surface?
7. What is the general cause of winds?
8. Why is the annual rainfall so much greater in western than in Eastern Oregon?

9. At what temperature does pure water always freeze at ordinary levels?
10. What is heat, and what are its principal sources?

PHYSIOLOGY.

Sup't L. J. Powell, Examiner.

1. Mention and locate the principal bones of the hand and trunk.
2. Why should a young child not be urged to stand or walk?
3. What are muscles? their structure? the tendons? and where located?
4. How may the teeth be best preserved?
5. What are the best means of preventing skin diseases, colds and rheumatism?
6. Mention the vocal organs.
7. Describe the lungs and mention their functions.
8. Should any importance be attached to the subject of ventilation? Why?
9. Describe the process of digestion, mentioning the different organs used in the process.
10. Describe the heart, the blood vessels, and trace the circulation of the blood.

COMPOSITION.

Prof. T. M. Gatch, Examiner.

1. Define prose, poetry and style.
2. Give four rules for the use of capitals.
3. Give four rules for punctuation.
4. What is a Sonnet? An Epic?
5. What is Tautology? Give an example.
6. Write at least three pages of letter paper on any one of the following topics:

Borrowing trouble. War. Strange People. Story of a Wreck. Portland, Oregon. Should High Schools be maintained at Public Expense? 50 credits.

ENGLISH LITERATURE.

Prof. T. M. Gatch, Examiner.

1. Who was the first great English poet, and what is his greatest work?

2. Name four of Shakespeare's tragedies and two of his comedies.
3. In what plays does Sir John Falstaff figure?
4. Write something concerning the life and writings of John Milton.
5. Who was the great unknown?
6. What is meant by Poet-laureate, and to whom does the honor now belong?
7. Name three of the Waverly novels and three of Charles Dickens' works?
8. Name three of Cooper's novels and three of Thackeray's novels?
9. Who wrote Hudibras? The Sentimental Journey? John Gilpin? The Cotter's Saturday Night? The Ancient Mariner?
10. Who wrote Dedrich Knickerbocker's history of New York? The Scarlet Letter? Thanatopsis?

Who in your opinion is the American Poet-laureate?

BOOK-KEEPING.

Prof. T. H. Crawford, Examiner

100 Credits.

1. What is the object of Book-Keeping? (10 credits.)
2. Its advantage to every class of citizens? (10 credits.)
3. Define and describe by writing a sample page:

(a.) Day-Book.
(b.) Ledger.
(c.) Cash-Book.
(d.) Alphabet or Index. (40 credits.)

4. Define and illustrate by some simple commercial transaction what is meant by.

(a.) Single Entry Book-Keeping.
(b.) Double Entry Book-Keeping. (40 credits.)

U. S. HISTORY.

(Modern.)

Prof. T. H. Crawford, Examiner.

100 Credits.

1. What territory did England claim on account of the discoveries of the Cabots?

2. Principal causes of the French and Indian war?

3. (a.) Principal causes of the Revolution? (b.) Decisive battle of that war? (c.) Two battles in which Washington was defeated? (d.) Short account of first and last battles of the Revolution?

4. When did Constitution of U. S. go into operation? Who were 1st, 3d, 6th, 9th and 13th Presidents? When was each inaugurated? Length of term?

5. Cause of second war with England? Who was President during this war? Who led Americans at Lundy's Lane? Decisive battle of that war?

6. What was the Monroe Doctrine? What political practice did Andrew Jackson inaugurate when he became President?

7. Who commanded the Union army at the beginning of the Rebellion? At its close? Name first and last battles.

8. In what year were you born? Who was then President? How many States in the Union then? In what State or territory were you born? If a State now, when was it admitted into the Union?

9. What important events are suggested to you by the following dates: 1492, 1541, 1565, 1582, 1607, 1689, 1680, 1744, April 19, 1775, July 4, 1776, Oct. 19, 1781, April 30, 1789, Dec. 14, 1799, Jan. 8, 1815, July 4, 1826, Feb. 14, 1859, April 12, 1861, April 9, 1865, April 14, 1865, July 4, 1876? 20 credits.

CONSTITUTION OF THE UNITED STATES.

Prof. T. C. Bell, Examiner.

1. In whom is the legislative power vested?

2. How is the House of Representatives constituted? b. How are the Representatives apportioned to the several States? c. How are the territories represented, and what are the powers of the Delegates? d. What powers has the House of Representatives that are not shared by the Senate?

3. How is the Senate formed? b. For what length of time are Senators chosen? c. How many members of the Senate at this time? d. What exclusive powers has the Senate?

4. Name the powers of Congress as enumerated in Article 1, Section VIII.

5. What powers are denied to the States?

6. How are the President and Vice President chosen?

7. Give a synopsis of the powers and duties of the President.

8. In what is the Judicial power vested?

9. How are amendments made to the Constitution, and how many have been added?

10. What is treason against the United States?

SCHOOL LAWS OF OREGON.

Prof. T. C. Bell, Examiner.

1. What school officers are provided for by the Statute?
2. Give briefly the duties of each?
3. How are new School Districts formed?
4. How may a District forfeit its portion of the school fund?
5. Who are entitled to vote at school meetings?
6. Teachers—In what studies must they pass examination to entitle them to certificates? b. What grades of certificates are granted by County Superintendents? c. What by the State Board of Education? d. What reports are teachers required to make?
7. When is the annual school meeting held?
8. How, and for what purposes, may a School District levy a tax?
9. Who are entitled to the privileges of the Public Schools?
10. From what source is the State School Fund derived? b. When, and on what basis is it apportioned to the districts?

THEORY AND PRACTICE OF TEACHING.

I. W. Pratt, Examiner.

100 Credits.

1. How would you arrange the pupils of an ungraded school into classes?
2. What do you consider constitutes the difference between a graded and an ungraded school?
3. What is the proper place for the text book in the class room, and by what methods is its use to be supplemented by the teacher?
4. Do you consider it worth while to give special attention to incorrect habits of speech? If so, what course do you pursue?
5. What are the teacher's duties at recesses?
6. What has the teacher to do with the "manners" of his pupils?
7. Would you have a code of rules in any school? Why?
8. If you are a Principal of a school, what are your duties as such to your Assistants?

If you are an Assistant, what are your duties as such to your Principal?

9. What use would you make of oral and written examinations—your opinions of the advantages and disadvantages of each, with your methods of conducting each?
10. State your general plan of government.

(a.) As to the general principle by which you are guided.
(b.) Your management of whispering.
(c.) Your views of "self-reporting"—for and against.

LIST OF TEACHERS WHO HAVE BEEN GRANTED DIPLOMAS AND STATE CERTIFICATES.

The following is the complete list of all persons who have received from the Board Diplomas and State Certificates since the organization of the department:

Life Diplomas.—A. J. Anderson, J. C. Arnold, *Thomas R. Coon*, T. H. Crawford, Mrs. L. A. Dennick, T. M. Gatch, *J. T. Gregg*, J. T. Handsaker, H. H. Hewitt, J. W. Johnson, S. W. King, I. A. Macrum, E. B. McElroy, J. W. Merritt, T. Nicholson, L. J. Powell, I. W. Pratt, Miss L. J. Ritterhouse, *J. D. Robb*, S. C. Simpson, D. T. Stanley, Miss E. C. Turner, W. S. Ward, Miss Clara A. Watt, W. L. Worthington. Total, 25.

State Diplomas.—W. G. Adams, *T. C. Bell*, *Aurora W. Bowman*, D. M. C. Gault, A. Jones, Miss Phoebe Jory, Alexander Meachen, J. W. Miller, Miss E. C. Sabin, A. B. Shelby, J. S. Smith, J. Tully. Total, 12.

First Grade State Certificates.—G. B. Brown, Miss Kate Burnell, *E. J. Chamberlin*, D. M. C. Gault, *Ella C. Granger*, W. P. Harsley, G. M. Holton, Miss Christina McConnell, *Clara L. Merriman*, *Rosa Miller*, Mrs. N. E. Morse, G. S. Pershin, *Ruth Rounds*, *Emma Sabin*, *Rebecca Spencer*, J. C. Waterman, *R. T. Weatherly*. Total, 17.

Those in italics have been granted within the past two years.

The Improvement of Our Schools.

RECOMMENDATIONS BY COUNTY SUPERINTENDENTS

BY McELROY, OF BENTON.

Examinations.—Recommends examinations and exhibition at close of schools.

Teachers.—Suggests that the schedule of salaries of teachers should be graded according to ability and experience of the teacher.

Directors' Visits.—Recommends the publishing of a blank for Directors in which to report their school visits and observations.

Change in Apportionment.—Recommends that school moneys be apportioned according to the number of enrolled pupils in each district instead of the total number of population between the ages of 4 and 20 years of age. (Would not the actual total attendance in the schools form a juster basis? L. J. P.)

BY WEED, OF COLUMBIA.

Teachers' Reports.—Recommends a law compelling teachers to report on penalty of forfeiture of salary.

BY MOORE, OF COOS.

Superintendents' Salary.—Recommends that the salaries of County Superintendents be increased so as to be proportional to the amount of labor required of them.

BY GILLESPIE, OF CURRY.

Clerks' Reports.—Recommends that each clerk should be furnished with a suitable record book by the County, and then compelled to keep a correct account—one that would balance. And that teachers be compelled to report *both* to the District Clerk and to the County Superintendent, and their report be signed by two of the Directors. This

should be made a condition precedent to the payment of the last month's salary. The Superintendent should revoke the certificate of every teacher failing to report to him.

County School Tax.—Recommends that the county levy for the support of schools be raised to six mills on the dollar instead of three, as at present.

Superintendent's Salary.—Recommends that the Legislature should make Superintendents' salaries bear a reasonable proportion to the compensation of other county officers. The salaries usually allowed will scarcely pay the expenses of the office if discharged according to the requirements of the law.

BY HEARD, OF DOUGLAS.

County School Tax.—Says that a six mill per annum tax would meet the approval of a majority of the voters of Douglas county.

Women Voting at School Meetings.—Recommends that women be allowed to vote by proxy at the annual school meetings, and it should be so stated in the circular sent to the County Superintendents by the State Superintendent.

BY FOUNTAIN, OF JACKSON.

County School Tax.—Recommends raising the county school tax to six mills.

Teachers' Wages.—Says that unless teachers' wages improve the better class of teachers will either quit the business or leave the country.

BY ADAMS, OF JOSEPHINE.

Clerks' Reports.—Complains of the impossibility of making out correct reports from the defective clerks' reports sent in.

[All the others make the same complaint.]

BY VERNON, OF LAKE.

County School Tax.—Wants the county school tax raised to six mills.

Clerks' Reports.—Wants a law requiring district clerks to sign an oath or affirmation that their reports are correct in every particular.

BY CALLISON, OF LANE.

County School Tax.—Wants the county school tax raised to four mills.

BY GREGG, OF MARION.

Clerks' Books.—Recommends that district clerks be supplied with a book, properly ruled and explained, in which to keep their accounts, that accuracy and uniformity may be secured.

School Census Frauds.—Recommends that a school census marshal should be provided, or it should be made the duty of the district clerk when reporting the number of school children in his district to report also the names of the children and the names of their parents or guardians. A blank clerk's census report should be prepared, on which the clerk should be required to place the name of every parent or guardian in his district, with the number, name, sex and age of the children placed opposite, and this should be sent to the County Superintendent.

Teachers' Certificates.—The State Board should immediately rescind the rule allowing second grade certificates to be renewed without examination.

Private and Public Examinations.—The law should prohibit private examinations; instead there should be public examinations every three months, occupying two days, by a county board of examination, who should be paid for their services. Certificates should not be legal unless signed by this board. The standard should be raised. Applicants falling below 70 per cent. should be denied certificates to teach. Physiology and the school law should be included among the required subjects of examination.

Temporary Certificates.—Good only until the next regular examination, might be granted by the Superintendent in particular cases. The law should also provide that certificates shall be in full force and effect to be legal.

Dividing Districts.—The law investing the County Superintendent with discretionary power to divide large districts and organize new ones on the petition of parents or guardians representing fifteen children, should be repealed.

"*Sufficient unto the Day,*" *etc.*—A law should be enacted prohibiting the use of one year's funds to pay the expenses of the following year or the expenses of the previous year. Let each year's school funds pay the expenses of that year's school.

BY MACRUM, OF MULTNOMAH.

School Age of Children.—While the school law was changed by the last legislature in regard to the ages within which children might be allowed to attend the public school, yet it was left unchanged in regard to the ages within which the child is entitled to draw public school money. Should not this be changed? also the blanks so as to correspond?

BY WEATHERLY, OF TILLAMOOK.

County Superintendent's Salary.—Thinks the County Superintendents cannot discharge the duties enjoined by law, on the salaries paid, without too great a sacrifice.

BY ARNOLD, OF UMATILLA.

Clerks' Blanks.—Does not like the school clerks' blanks sent out by the State Board. Says they differ from the form required by law, and confusion thence arises. Thinks it is important that clerks' reports should give the names of the teachers respectively employed.

Appraisers of School Land.—Inquires if any part of the right to appraise the school lands formerly placed by the law exclusively in the hands of County Superintendents, has been taken from them. Thinks that prerogative should rest solely in the hands of the County Superintendents elected by the people, as being more liable to discharge the duty conscientiously and with reference to the interest of the school fund, than agents appointed by the Board.

Superintendents' Salaries.—Urges that a law be passed providing salaries for County Superintendents in ratio with the size of county, number of districts, and general duties of such officer, so that School Superintendents may not feel that they are not paid one-tenth what other county officers get for the same amount of labor.

BY TUTTLE, OF UNION.

Change of Time of making County Fund Apportionment.—Recommends that the time of apportioning county school funds be changed to the first week of April, for the reason that the principal tax-payers do not pay their taxes till the end of March.

BY BAKER, OF YAMHILL.

Third Grade Certificates.—Recommends that third grade certificates be authorized for certain schools.

County Superintendents' Salaries.—Recommends that County Superintendents should receive a reasonable compensation and be required to devote their entire time and attention to the public schools.

Teachers' Reports.—Recommends that teachers be compelled to report promptly and correctly.

Clerks' Reports.—Recommends that clerks be required to submit *correct* reports.

Double Enumeration.—Recommends that steps be taken to prevent clerks from enumerating children twice in disputed territory; i. e., once by each of the clerks of two adjoining districts.

SUMMARY.

I heartily concur in most of the foregoing recommendations of the County Superintendents and for the continued improvement of our public school system, would add a few additional comments and suggestions, first in reference to

TEACHERS.

Our schools have done a good work, though far from being perfect. In order to perfect the system and make our schools what they should be, I can say without hesitation, both from personal observation and the concurrent testimony of the County Superintendents, the first and great essential is good teachers—a better general class of teachers.

While we have many excellent teachers doing noble work as can be found anywhere, yet it cannot be denied the rank and file of our teachers are far below the standard of what they should be in qualification. Some two or three hundred young persons annually present themselves for certificates, lamentably deficient in acquirements and without any experience whatever in teaching, or special training for their work; anxious to get employment and *experience* they bid for positions and at a very low salary enter the schools; some of these are a success, many of them failures.

The question arises how are we to secure better teachers. In teaching as in any other calling, talent demands a price. Therefore in order to obtain and keep the best order of talent in the teacher's profession, it is necessary to pay better wages, which necessitates the raising of a larger revenue for school purposes. How that revenue is to be raised is to be determined by the people acting either in their district capacity or through their legislature. And in conjunction with this, as another means of securing a better class of teachers, is the necessity of normal training or a teachers'

NORMAL SCHOOL.

The necessity for special training of teachers is a matter too self-evident to call for elaborate argument. In the province of any and all trades and professions those that want good work demand specialists.

If a man wants a good house he employs an experienced workman, of acknowledged ability. If he wants a nice piece of furniture it is the same. If he wants the physical well-being of his child attended to he demands the skill of a thoroughly trained and well-qualified physician. If he has an urgent and important suit in court he employs the best lawyer he can procure. Even in so comparatively trivial a matter as the wardrobe, if we want a nice suit we demand the experience and skill of the most competent tailor or dressmaker. How infinitely more important that we should have our children's minds which are destined to an immortal existence, well trained and set upon the course of life well balanced and prepared to meet and cope with the trials and discouragements and difficulties incident to this life. Hence the necessity for special training for teachers. This special training has properly been designated as normal or right-training. Many of the States, nearly all of them in fact, have schools sustained more or less by appropriations by the State for the training of teachers, denominated normal schools. In this State we have none; but the demand is here, nevertheless. As has been so well and so urgently said by my predecessors, a normal school is a necessity. But from some cause, notwithstanding this urgent necessity, the legislature has thus far not deemed it expedient to organize a school of this kind; probably the chief objection urged against it being the expense attending it. It has also been urged by those opposing the measure, that the State is under no more obligation to educate a teacher than a candidate for any other profession. So far as the personal interest of the teacher himself is concerned that is true. But the State is already expending hundreds of thousands of dollars annually for the education of the people. As a question of sound policy we submit it to the intelligent thinking men of the State, whether it would not be wise economy for the State to make a small appropriation, that its teachers may be trained so that what it has already voted and does annually expend to so large an aggregate amount may be expended and applied to the very best advantage. These short-sighted objectors do not take the just view of the question in this instance. It is not that a few favored ones may obtain better facilities to make more money, but that all the teachers of the State may have equal opportunities of gaining better qualifications for performing well their service to the State at the same stated rates of compensation. In order to have the best work done it would be money wisely expended to devote a few thousand dollars annually to this important end. If the State should assume to do the litigation for the people or to look after their health, and expend therefor several hundred thousand dollars annually, it would be a mark of wisdom to look carefully after the training of its lawyers and physicians, and to require of them the most thorough course of training. I would then

again urge the necessity of measures looking toward the organization of a normal school at an early day.

In the absence of a normal school I would most heartily recommend the enacting of a law authorizing

NORMAL INSTITUTES

To be held in the different counties, either under the supervision of the State Board of Education, or of the County Superintendents, to last from one to four weeks, and to be under the direction and tuition of competent and well qualified conductors, and which all the teachers shall be required to attend, on penalty of having their certificates revoked. After having studied the subject in all its bearings during the last two years, and having ascertained by actual travel and personal experience the immense distances from one part of our great State to another, I am firmly of opinion that for immediate results in the elevation of the character of our schools, by far the best thing for the State to do would be the establishment of these normal institutes, providing for their expenses, which would be comparatively a small outlay for so rich a return. The expense attending this would probably not be more than from two to three thousand dollars a year, and yet in my estimation it would be far better for the State for some years to come than a normal school, principally from the fact that but a comparative few of our teachers, even if tuition were given free, would ever be likely to attend a normal school; and after they receive a normal education we would have no means of compelling those who had thus received the education to teach, while in the case of normal institutes the benefits would enure directly to those who are immediately and actually engaged in the work of education. This is no experiment. It has been tried in many of the Eastern States and found to work successfully.

COUNTY SUPERVISION.

Another important feature is that of county supervision. There is no longer any doubt among educators about the beneficial results upon our schools of their efficient, constant and energetic supervision. We have county supervision at present in name and by authority of law, but practically in most instances it falls far short of what it should be, chiefly because the salary paid to Superintendents is so meager and insufficient that no man of the requisite talent and skill can afford to devote his time and energies to that work as its importance demands. Many of the counties of this State in the matter of supervision demand the whole time, whole brain, and whole energies of the best educated man to be found in the county, and even then he would find work that

ought to be done that could not be done in the matter of supervision. No man can supervise the schools of any of our larger counties and teach at the same time, but it needs a teacher, the most experienced and best qualified in all the county to perform this supervision. In the above opinions I am supported not only by all the County Superintendents, but by every prominent and influential educator in the State. I therefore urge again as has been done so forcibly and cogently by my predecessors, that the salaries of the County Superintendents be increased sufficiently to command the best talent and then require them to do their work. Better pay the salary of the County Superintendent out or the unappropriated county school fund rather than to have an inefficient nominal supervision. This idea of supervision does not pertain distinctively to Oregon, but all the States have county supervision or are clamoring for it. Some have years ago dispensed with it but they are returning to it. For example, the State of Michigan, that bright exemplar and banner champion in the cause of educational progress some years ago substituted township supervision for county supervision as formerly practiced. Hear what some of her educators have to say of the change as published in State Superintendent Gower's report for 1879:

R. R. Lawrence says: "The township superintendency is in direct antagonism with the best interests of our common schools.

W. H. Ely says: "In my opinion the system of township superintendency now in vogue in Michigan is a retrograde step in education, a fraud upon honest tax payers and a curse to the rising generation."

Helen C. Bell says: "The Superintendents' work is a very superficial affair. It is false economy to spend so little time for the improvement of the condition of our schools. It is of very little use for the legislature to make laws or the State Board of Education adopt measures to better the condition of our schools so long as there is no effort made 'at this end of the rope.' * * * Above all things I hope that this township superintendency may be abolished; that the management of our schools may be given to persons who have been required to pass an examination showing their fitness for the work, and that they hold office by appointment. * * * There ought to be Institutes held twice in the year in each county, at least two weeks, for normal drill, and only teachers who attend these Institutes should receive certificates."

G. W. Brewer says: "The general opinion is that our schools are retrograding for want of a better system of school superintendency."

Elmer McArthur says: "In my opinion we were much better off under the county superintendency than at present. That the schools throughout the country were more prosperous then than now no one can deny; that they will continue to degenerate I very much fear. If we are to continue under this system any length of time, I tremble at the result."

D. S. Nickerson says: "Time and experience strengthen the settled convictions of many interesterested in the youth of our State, that the township superintendency is a step backward in our school system, and that the evils will not be eradicated until one man in each county has the oversight of the schools, and whose compensation will be such that he can keep pace with the advancing interests of education."

W. C. Moore says: "I am thoroughly convinced that the township superintendency system is a farce and has a very demoralizing effect upon our schools. Very few persons qualified for the office of Superintendent of schools can afford to give much attention to school matters for the nominal compensation received from the office. The welfare of our schools demands a change in the system."

Prof. T. W. Crissey says: "The present township superintendency is a fraud and a disgrace, 'a hissing and a by-word,' etc."

Much more of the same tenor touching the evils and impolicy of this system of "township superintendency," (or practically what is the same thing, and what is virtually our own system at the present time, no real superintendency at all,) might be quoted, but the extracts given above will suffice to show the impolicy and folly of the plan in all its glaring inefficiency and real wastefulness and positive detriment to the children for whose benefit the expenditure is devoted with so much considerate solicitude.

Another essential to the improvement and efficiency of our schools is better

SCHOOL HOUSES, APPARATUS AND LIBRARIES.

The importance of these conveniences is too obvious to need comment. To secure a better class of school buildings and the most economical arrangements the Wisconsin educational department had plans for school houses on the most perfect and practical models, accompanied with suitable directions, bound up with successive editions of the schol code, and thus widely distributed. This idea might be adopted with advantage in our own State. In the building of school houses too much regard cannot be paid to the laws of school hygiene, so as to secure a school house that is not only suitable and convenient, but that is properly seated, lighted, warmed and ventilated. The sanitary condition of school houses is a matter of the utmost importance, and one that should not be overlooked. To recapitulate: what we need chiefly, looking to the practical improvement of our schools is, 1st. Better teachers; 2d. Normal Institutes; 3d. Better salaries to county superintendents so as to secure adequate county supervision of schools, and 4th. Better school houses, apparatus and libraries.

THE PRESENT CONDITION AND PROGRESS OF OUR SCHOOLS.

The present condition of our schools, while it is by no means all that we would like to have it in a great many particulars—though the school houses are not what they ought to be in the great majority of cases—being very poor indeed in many instances, and very poorly supplied with the necessary apparatus and appurtenances of the school room, such as maps, globes, books of reference, etc., and while in many of our schools there are very poor teachers, and as a consequence very unsatisfactory results.—yet, when we compare the schools of the present with the schools of the past, the former make a very creditable showing. I might speak of improvement in the modes and methods of teaching in many respects. In particular, the text-books are better; they are taught more intelligently and with more direct reference to the development of the reasoning and perceptive faculties of the children. While there not only may be, but are, many instances where cramming is practiced, I regret to acknowledge it, yet the instances are fewer than formerly. While inefficiency sits enthroned in many school houses through the land, yet we have a far greater ratio of good teachers to-day than ever before in the history of the State. They are doing better and more conscientious work than has been done heretofore, and the tendency is upwards and the teachers show a commendable zeal in their efforts to prepare themselves to discharge the responsible duties of their positions in a more efficient manner.

Of late the public schools of the State and the system of free popular education in general have been subjected to a sharp, and not in every instance friendly, fusillade of criticism and denunciation on the part of the press of the State and sundry correspondents. Yet as a general thing when the schools have been put to the test, it has been clearly shown that the methods and system of the schools of the present, while they are not what we could desire in every respect, yet, when they are compared, especially with the schools of the past, they make a favorable showing. So severely have our schools been criticised, and more especially the high school, and "the system," the "cramming processes" of the schools of the present time, that at the last annual school meeting in the city of Portland, in order to investigate these charges and ascertain whether they were well grounded, a competent committee was appointed by the school meeting and given ample time to investigate the matter so far as the schools of the city of Portland were concerned, and after having devoted four months to the subject and thoroughly examined all the charges and criticisms, they submitted the following report at an adjourned school meeting, July 12th, 1880;

REPORT OF INVESTIGATING COMMITTEE.

Your committee respectfully submit the following report embodied in statements and resolutions:

The objects assigned us were arranged under five distinct heads. In order to obtain clear and definite views, each subject was sub-divided and a series of questions prepared and assigned to five sub-committees, who were requested to examine every point named and make special report. Every member of the committee felt authorized to visit any or all of the departments, grades and classes of the public schools and seek information from the school superintendent and teachers here and elsewhere, from citizens, from jurists and other professional men, from published reviews and discussions of the same subjects in other States.

In justice to ourselves and the objects sought, we must say that the work has been far too great for the time allowed us or that we could give to it.

At the outset of this discussion three great facts meet us:

1. That very large grants have been made by the national government for public schools, amounting since the organization of the Territory of Oregon, August 14, 1848, to one eighteenth of all the public lands, giving to our State alone 3,377,777 acres, besides large tracts for an agricultural college and a State University. The proceeds of these three and one-third millions of acres, and other lands, constitute an irreducible fund, vested solely in public education. It is a sacred trust, not a fee simple in care of the State as trustee, which pledged Congress on admission as a sovereign state, to guard this fund safely and to use all its increase for the free education of all our youth. Its acceptance as a trust imposed upon the State a moral, and possibly a legal obligation to preserve every dollar of the principal, and to restore every dollar wasted or lost. These national grants for public schools and colleges also imply a national education, and to place it beyond the power of change or perversion.

2. The State not only received this great trust on these conditions, but by statute added a large annual tax to support public schools, with power also of local taxes for the same object.

3. The sentiment in favor of public schools of improved quality and grades has gained force by these national and State grants, so that successive legislatures have fixed by law the least, but not the highest courses of study to be pursued in the public schools.

In these well known facts your committee find warrant for improved, and thus more costly schools than were possible twenty or thirty years ago. We remark also that the criticisms are made more upon the school system than upon the officials.

In general, after many visits to the departments and rooms your

committee are gratified and surprised to find so much to commend in the order, neatness, obedience, good manners and studiousness of the pupils in all classes; and in the intelligence, skill and faithfulness of the teachers. They wish to commend the wisdom of directors in the choice of school sites and in the architecture and furnishings of the newer buildings, and to express the hope that the older ones will be improved as to light, ventilation and furnishings. Good school buildings and grounds, neatly finished and furnished, are a constant object lesson, worth more as an example to instruct young and old than their extra cost over cheap ones.

Under division 1st, the criticism is: "That the machinery of schools has grown to a too cumbrous and expensive system." Yet we find that the increased cost of this "machinery" seems hardly to keep pace with the city as per *summary annexed* and comparisons:

The increase in four years—1876-1880—of school expenses has been 44 per cent; of school population, 48 per cent; of school enrollment, 26 per cent; of number belonging, 53 per cent; of attendance, 57 per cent.

The average city school tax for 13 years has been three mills, an increase of 20 per cent. The increased cost of the city *police department* in five years has been 50 per cent, and of the *fire department* 44 per cent.

We find that the growth of our school population has required a more thorough grading annually of pupils, more buildings, rooms, furniture, and teachers of more skill and devotion, in order to do good work in all classes. And as the ideal of education rises and broadens in a community, its price and its provision must also rise and broaden. It would disgrace any city to keep its public schools in dark alleys and dingy rooms, under teachers of mere primary lessons.

In the view of your committee the plan of the public schools of Portland has been both just and liberal. It has made our school system a model and a motive, attracting large numbers of our best and most useful and permanent families. It has ennobled the thoughts, habits and aims of the youth attending. It has won the respect of strangers and secured for us a confidence and esteem which are as honorable to gain as they are desirable to have.

Division 2d.—The criticism is that there are too many studies.

Your committee find that in the primary and grammar grades the studies required by law are pursued almost exclusively. Large classes permit the best division of labor and secure the regular advance of pupils, with few exceptions, semi-annually. These steps of progress encourage every class in habits of promptness, order and diligence. The children look eagerly forward to promotion from term to term, and work hard to win it. All modern school books are classified and adapted to these gradations. The subjects of study are much the same

as in the old style schools, but the present systematic course gives definite and better results of study to larger numbers.

Of 304 graduates from the grammar schools during the last five years, viz: 147 girls and 157 boys, 113 or 37⅛ per cent. are pursuing higher studies here or in other schools; 167 or 55⅛ per cent. are in useful work at home, or at trades; 21 or 7 per cent. are unknown; 3 or only 1 per cent. are of questionable character. Four of the number are professional students.

The oral exercises in natural science, which extend through the primary grades, are pleasant object lessons of the nature of kindergarten or of home training with the advantage of method, progress and sure facts, which lead children to observe, to think, and to know what they see. These brief lessons twice or thrice a week, with occasional singing and calisthenics, give zest to school hours and promote health and study. Your committee agree with most educators, that it is wiser to defer industrial pursuits, the work shop and the trades till the grammar course is completed; yet they judge that many lessons about the real work of life can and ought to be given regularly by their teachers. Among hundreds of occupations our youth can be thus wisely aided in their choices. But parents and guardians must train their children in manual labor or find the places for it for the sake of bodily and mental vigor and health. On inquiry we find that few idlers or hoodlums have ever been connected with the public schools of Portland.

Hon. John. W. Taylor, superintendent of the San Francisco public schools, in answer to our inquiries, writes: "That none of their public school graduates were or are parties in the sand lot element, so far as he knows; that a very small number, scarcely worth counting, are among the idle and vicious classes; that not one-tenth of one per cent. of the hoodlums have ever been regular attendants in the public schools."

Your committee find too many books in use on the same subjects which add a large item to the cost of education. The number of readers, geographies, arithmetics and grammars can be reduced. Clark's grammar is a cumbrous text book. It clogs more than it helps in the study and use of language. Grammar can be taught orally with a few varied sentences on the blackboard in two or three terms, so that a pupil can take any plain text book like Swinton's and complete the study in two or three terms more. It is a shame to load the minds of children with long words from the Latin and Greek when a short English word will better explain our methods and rules of speech.

Your committee approve the half-time plan of teaching classes "A" of the 8th grades in the morning, and classes "B" in the afternoon, and recommend it for both classes of grade 7, and possibly for grade 6. This method will relieve crowded rooms, promote health and study, and also give space for more pupils.

Division 3d.—The charge is, "That the high school is not a proper part of the system of public education."

Your committee find the high school only an extension of the grades and classes. Pupils advance from the 1st grammar grade to a higher class of the same studies, and add one or two more after examination in the same way they had taken all previous steps. They are all children of school age. Their average age at this point is about 13½ years and about 19½ when they finish the course. About three-fourths of the grammar school pupils in the last five years have taken these advance steps. It is the natural or normal progress of study. It is not a reproach but a credit to the pupils as faithful and vigorous students. It is an honor to the public school system and a witness to the general excellence of the teachers. Your committee also hold that they have the same legal right to attend the public schools at 13 or 16 years—as at 8 or 12; since the limits of of school age for which public funds are drawn include all from 4 to 20 years. And if these children of 13 and 16 years of age can legally attend, and cannot and ought not to be debarred, they surely have the right to advance step by step as far as they are able, at least in English studies, in schools supported by funds vested by our English speaking nation and states solely for our public education.

The law has wisely fixed the minimum, but not the maximum of study. It has left the latter to the growth and perfection of the public school system to decide. The law puts no bar upon the progress of our public schools. It does not smite the cheek of the swift runner in the race for knowledge, though poor and friendless, or scourge him back from any advance post which he has reached.

The "High School" is only a term to denote the necessary advance grades of large public schools like those of Portland. It is a convenient, though not an essential phrase. If offensive it can be dropped, though its classes remain.

Division 4th.—The criticism is: "That foreign languages, higher mathematics and several branches of natural science so-called, should not be taught in the public schools."

Your committee find that of the 123 pupils in the high school, 10 study French, 38 study Latin and 40 study German. No other foreign language is now taught. The French class requires about one-half the time of one teacher, whose salary is $1,000 per annum. The German requires the equivalent of about three-fourths of the time of one teacher, at a salary of $1000.

We find that the law requires certain branches of knowledge to be taught in English, yet it does not forbid the study of other languages. As our public school system has evidently been established to educate American citizens and thus to preserve the state, and as our laws, our business and our literature appear in the English language it is both

just and wise that all free instruction be given in English as in the German burger schools the instruction is given in the German tongue and as in all nations the schools use the popular language, and that the usual tuition for teaching foreign languages be charged to the pupils.

The standard of education in English now demanded by American citizens is far beyond what it was forty or even thirty years ago. To read the journals, to know the laws, to understand the duties of citizens, to follow the progress of invention and the new courses of business, demand more study in youth than ever before. We must have the purest morals and the best possible culture among great masses of people, who make and execute their own laws. The duties of the many cannot and will not be done by the educated few. The day of the king and the oligarch has given place to that of the freeman. Power and responsibility rest upon the masses, and the whole must be leavened with sound knowledge and true virtue. The self government of the people is still on trial, and every hour great currents sweep from other lands against its foundations and test the pillars of its strength.

How shall the incoming tens and hundreds of thousands be moulded into our body politic and made homogeneous with ourselves, except by the public school, training every child in our own tongue and habits of thought, and principles of government and aims of life? The immigrations bring much scientific and technical knowledge and practical skill from the old world to enlarge our industries, create our manufactories and control our business. Shall our own children be crowded out, or shall they be trained to share in these industries and their fruits?

F. Bousson, chairman of the French commission on American Education, in 1876, says: "The programmes of study in the primary schools of Germany, Belgium, Switzerland and other countries have long since included notions of natural history and lately elements of the physical sciences." America adopted it and gains immense advantage. It extends object teaching. It develops other studies and retards none. It gives a taste to observe and think. Children love plants, and animals and all that lives, and enjoy first lessons in botany and zoology. They thus early learn the meaning of steam, pump, balloon, telegraphy and electricity which daily occur in speech. Everywhere charts of natural history begin to cover the walls in the classrooms by the side of geographical maps and blackboards. In giving a lesson on granite or flint, what picture, or what description, will ever equal a real piece of granite or flint? How much more when found by the pupil? Use the book of nature in the primary school and scientific books in the higher school. Education is also the handmaid of labor. The art of drawing, learned by English workmen at South Kensington, and in 142 branch schools and over 600 classes, has put

English manufactures at the front. The testimony is that the earlier and more thoroughly this art is taught in the public schools, the better industrial results are obtained.

England exported in 1878 $750,000,000 worth of manufactured goods, one half of the product of skilled labor, into which drawing entered as a factor.

Massachusetts had 1,600,000 people in 1870 of whom 316,000 were skilled workmen in shops. Her capital invested in industry was $283,000,000 producing annually $593,000,000 worth of goods. Her capital invested in agriculture was $210,000,000 which brought an annual product of only $41,000,000. Massachusetts exists by virtue of her manufacturing and industrial pursuits, wrought by skilled labor in which mechanical drawing is an essential part. In 1870 her manufacturers and merchants moved that the teachers of the State public schools be taught drawing in order to instruct their pupils of all grades in this useful art, Boston shared half the expense with the State and employed Walter Smith, of Leeds, England, as professional instructor. On this point the resume and conclusions of F. Bousson, French commissioner, are, that "The methods of the South Kensington Museum, introduced into America by Mr. Walter Smith, will render as great service to America as they have done to England."

SINGING AND MUSIC.

The same writer remarks that "Training in music, the universal language, innate in every one, has always been considered a part of good education. Nothing is more desirable than to extend it to the primary school. Many European countries have long since introduced singing and vocal music into elementary education; for example, Austria, Germany, Sweden, Switzerland and even England, which places to-day the instruction in singing within the reach of everybody, young children not excepted. Singing is obligatory in all the grades of schools in Boston, New York, Philadelphia, Washington, Cincinnati, St. Louis, Cleveland, Milwaukee and San Francisco."

In view of these and many other like facts, your committee commend the instruction in drawing given by Miss Turner to all the teachers and to many of the advanced classes in our public schools, and we also commend the voluntary training given by teachers in vocal music. We regret that it is not sytematic and general.

RESULTS.

Of the 66 graduates from the high school during the five years ending June, 1879, 58, or 87 per cent. are at useful work at home or at trades, eleven different trades being represented, and 8, or only about 12 per cent. are in professional study.

One or more graduates of 1880, will at once apply their skill in mechanical drawing. Others will rapidly follow in this line from the next classes.

Division 5th—The criticism is that, "those who desire for their children an education beyond the common school, should pay for it."

We find that the people need and demand better schools, and levy and pay taxes for them. It is a public want. Intelligent Europeans see this wisdom of our improved public school system.

The French commissioner's report says: "The United States have been peopled by continuous immigration. But what does this immigration bring to the country? People of different origins, classes and religions. What instrumentality infuses American blood into the veins of these thousands of people who have hardly time to forget Europe? Every statesman will tell you, "It is the public schools;" and this single service which the school renders to the nation, is considered by many Americans to justify all the expense it involves. Suppose the emigrants were left to their own inspirations, and instead of public schools should find only private institutions, everything would be different; each person would keep up his own customs and preferences; each group would constitute itself separately, preserve its own language, traditions, religious customs, its old national spirit, and its prejudices.

In denominational schools the distinction between rich and poor, paying and non-paying pupils would necessarily be perpetuated and emphasized. And without fusion of races, without uniform language, without equality of social classes without reciprocal toleration among the different denominations, and, above all, without an ardent love for the new country and its institutions, would the United States be united? That this country has become, and that it remains what it is, is literally due to the public schools. But in proportion as the public school grows, the dangers that threaten it are increasing. Daniel Webster saw in the public schools a remedy for election frauds. Americans flatter themselves that by a better training of the rising generation, and by giving the children of the lower social classes an education worthy of free citizens, they will gradually diminish both the number of intriguers and the number of dupes. This preoccupation, which, in the absence of anything better, is a sort of American patriotism, contributes more than we are able to tell to keep interest in the schools. The optimists see in the public school one of the glories of America. The pessimists say, if the country can be saved it will be by its schools."

"No part of the American school system is more essentially national than are the high schools; no part of the system presents features that are more original, or, in some respects, further removed from European ideas; no part of the system is more worthy of profound study. * * * If it be true that the prosperity of a republic is in direct ratio of the replenishment of its middle classes, then the high school of the United

States, whatever it may cost, is the best investment of national capital that can possibly be made."

Mr. Gladstone, at a public meeting in February, 1879, said "That there could be no possible doubt as to the want in England of more educational facilities being given to the large number of persons included in the different classes of artisans, and the highest members of the middle classes."

These wise words of European statesmen command our respect, and they confirm the support of our improved public school education.

Having thus examined the public schools of Portland as fully as our limited time and other duties permitted, your committee also subscribe to the following summary statements:

Resolved (1), That in our judgment the Portland public schools are well graded and classified in the primary, grammar and higher departments.

2. That the text books used, with a few named exceptions, and the courses of study are wisely adapted to the various classes, as their regular and easy progress from term to term indicates.

3. That the deportment of pupils in all the rooms, with hardly any exception, and on the school grounds and in all their lessons and exercises commends them and commands our respect for their teachers as a corps alike intelligently and earnestly devoted to their work.

4. That the lessons on citizenship, given orally to the grammar department and continued with Hopkins' and Chapin's manuals in the higher grades, should be heartily encouraged.

5. That the course of instruction in drawing, given by Miss Turner, to teachers and pupils, ought to be continued, and that the instruction in elocution, given by Prof. Henderson—especially in vocalization—ought to extend to all teachers, for the sake of their own classes; and that all classes ought at least to know how to read vocal music, and ought to have singing and calisthenics alternately, as a two or three minutes' daily exercise.

6. That the task imposed on our school directors and teachers, in respect to the physical, mental and moral training of the youth, so well done in the past, still requires the utmost care of both, in order to meet the growing demands; and that their services demand the hearty thanks and the most liberal support of the people.

7. That in the judgment of your committee no system of private, parochial or corporate schools can furnish such wise division of labor, or so complete and practical courses of instruction as our public schools can give, supported as they are by and for the people; and that their excellence does now and will continue to attract a larger per cent. of pupils, and impart knowledge more wisely and widely than any compulsory system of laws could do; and that the public rolls of attend-

ance and recitations have served as a useful stimulus, and they have secured a very high per cent. of regularity and scholarship.

Respectfully submitted.

G. H. ATKINSON,
WM. KAPUS,
C. A. DOLPH,
A. WALDMAN,
WM. H. WATKINS,
CHAS. E. SITTON,
ROSA F. BURRELL.
Committee of Investigation.

INSTITUTES.

The law makes it the duty of the Superintendent of Public Instruction to hold Institutes in the Judicial Districts. In pursuance of this requirement and the urgent demands for better teaching and better results, I have held sixteen Institutes, at various points throughout the State all of which, with one exception have been characterized by great earnestness on the part of the teachers in attendance and a lively interest on the part of the communities in which they have been conducted.

Two Institutes have been held at Roseburg, Douglas county, one during January, and the other in November; one at Jacksonville in May; one at Oregon City in January; one at Weston in June; one at Union in the same month; one at Portland in August; one at Junction, and one at Corvallis, all of which were during the year 1879. During the year 1880, Districts Institutes were held at Forest Grove, Salem, Halsey and The Dalles.

I have assisted in holding three County Institutes in Polk county, and two in Benton county, besides the State Teachers' Association at Salem, August 25, 1880.

There are many good things to be said of the Teachers' Institute work. As my worthy predecessor, Dr. Rowland has well said: "Those who undertake to train the minds of others should themselves have minds thorougly trained as a prerequisite to the discharge of so responsible a duty. The results of Teachers' Institutes constitute an important factor in the educational system of Oregon; for, while our State has no Normal School, the Teachers' Institute must as far as possible supply its office. One cannot, therefore, speak too highly of these associations, where ripe scholars and eminent teachers meet, compare, and receive each from the other, the invaluable benefits of long years of experience and reflection. Even though we had a State Normal School, still these Teachers' Institutes are indispensable to the best educational results."

A distinguished educator in the East, Prof. Edward Olney, of Michigan State University, says: "Our Institutes need to be incorporated into our educational system. Teachers should be required to have some degree of professional training. The Institute is the only method of reaching the masses The conductors of Institutes, with their assistants, should be made legal examining and licensing officers."

Certainly there is no educational agency so admirably adapted to bring the subject of education directly home to the attention of the people, in a way to awaken their interest and enlist their favor as the Institute. The mutual interchange of ideas and experience between teachers, and of views between patrons and teachers, cannot but be productive of the greatest benefit to all concerned, and more especially to the younger and comparatively inexperienced members of the profession.

From the work already done in this direction, there is not wanting assurances of the most beneficial results, and the growing popularity of the institute work throughout the State, as shown in the steadily increasing attendance from year to year, sufficiently attests the fact that they are gaining in favor with the people and in interest with the teachers.

The pioneer Institute in Oregon was held in Salem, in the month of January, 1862; since which date numerous sessions have been held in all parts of the State, and to their influence doubtless is to be attributed much of the improvement in the character of our schools, that has become apparent of late years.

As a sample of the character of work done at these Institutes, the following specimen programmes are submitted:

PROGRAMME

OF THE

State Teachers' Association,

HELD AT

PORTLAND, OREGON,

COMMENCING

MONDAY EVENING, AUGUST 25, 1879,

Ending Thursday Eve., Aug. 28.

MONDAY EVENING.

MUSIC.

Address of Welcome, I. Allen Macrum, County School Superintendent Multnomah County.

Response, James Walton, Esq., Salem.

MUSIC.

TUESDAY—FORENOON.

MUSIC.

How to make County Supervision more Efficient, E. B. McElroy, County Superintendent Benton County.

Discussion—Spelling Reform, L. F. Henderson, Portland.

Discussion.

MUSIC.

AFTERNOON SESSION.

MUSIC.

School Law, J. T. Gregg, County School Superintendent Marion County.

Discussion.

Method of Conducting Recitations, Miss A. Clawson, Portland.

MUSIC.

EVENING SESSION.

MUSIC.

Lecture—Fruits of our Schools, Rev. M. May, Portland.

MUSIC.

The Philosophy and Possibilities of Human Development, Rev. S. C. Adams, Salem.

MUSIC.

WEDNESDAY—FORENOON.

MUSIC.

Demands for Normal School Work and how Best to Secure It, D. T. Stanley, Monmouth.

Discussion.

MUSIC.

At 11 A. M., the Association will visit the new Park school building. The general public are also invited at that time.

AFTERNOON SESSION.

MUSIC.

Technical Training of Teachers, W. I. Nichols, Ashland.

Discussion.

MUSIC.

Essay, Outside the Text Books, Miss Mattie L. Powell, Portland.

Miscellaneous business.

EVENING SESSION.

MUSIC.

Lecture, Higher Education, Hon. J. N. Dolph, Portland.

MUSIC.

Lecture, Rev. Utter, Olympia.

THURSDAY FORENOON.

MUSIC.

Educational Value of Object Teaching, Ladru Royal, Corvallis.
Discussion.

MUSIC.

The Teachers' Legal Relations, Hon. H. Y. Thompson, Portland.
Discussion.

MUSIC.

AFTERNOON SESSION.

MUSIC.

Essay, Prizes and Rewards, Miss H. F. Spaulding, Portland.

MUSIC.

Elocution, Rev. Wm. Roberts, Olympia.
Discussion.

MUSIC.

EVENING SESSION.

MUSIC.

Lecture, Universal Grammar, Rev. W. S. Walker, Philomath.

MUSIC.

Lecture, Conservation of Educational forces, Rev. L. L. Rogers, Ashland.

MUSIC.

Morning sessions begin at 9:30, and end at noon. Afternoon sessions begin at 2 P. M., and end at 4:30. Evening sessions begin at 7:45.

EXECUTIVE COMMITTEE.

I. Allen Macrum, Miss E. C. Sabin, I. W. Pratt, S. W. King, T. H. Crawford, and W. K. Warren.

PROGRAMME

OF THE

DISTRICT INSTITUTE.

AT SALEM,

MARCH 18, 19 AND 20, 1880.

Organization 9 o'clock A. M., Thursday.

Music each day from 9:15 to 9:25.

MORNING.

ARITHMETIC.

From 9:25 to 9:55.

1st day—Fundamental Rules of Arithmetic, by J. W. Jory.
2d day—Fraction, by J. D. Hawes.
3d day—Mental Arithmetic, by J. T. Gregg.

READING.

From 9:55 to 10:25.

1st day—Primary Reading, by Miss Mary A. Jones.
2d day—Class Exercise, Third Reader, by W. M. Kaiser.
3d day—Advanced and Class Elocutionary Drill, by Prof. L. J. Powell.

RECESS.

MUSIC.

LANGUAGE.

From 11:15 to 11:40.

1st day—Best Methods of Conducting Spelling, by Wm. Simpson.

2d day—Orthography and Drill on Elementary Sounds by W. M. Kaiser.

3d day—Language Lessons, Miss Mary C. Hill.

MUSIC.

CLOSING.

AFTERNOON.

1:30 MUSIC.

MISCELLANEOUS.

From 1:40 to 2.

1st day—Citizenship and Constitution of United States by X. N. Steeves.

2d day—Geography and Map Drawing, by W. H. Egan.

3d day—History of U. S., by E. M. Engle.

GRAMMAR.

From 2 to 2:25.

1st day—Oral lessons, Miss Mary Lawrence.

2d day—Modification and Classification of Verbs, Chas. Beebe.

3d day—Analysis and Diagraming, J. A. Sellwood.

ARITHMETIC.

From 2:25 to 2:50.

1st day—Compound Numbers—Longitude and Time, W. R. Privett.

2d day—Percentage and Interest, Geo. A. Peebles.

3d day—Mental Exercises, Prof. Van Scoy.

RECESS.

MUSIC.

MISCELLANEOUS.

From 3:10 to 3:35.

1st day—Penmanship, H. B. Elworthy.

2d day—Best Methods of Conducting Recitations, J. K. Buff.

3d day—School Government, M. G. Lane.

From 3:35 to 4.

1st day—Primary Teaching, Miss Mary C. Hill.

2d day—Hygiene in the School Room, Dr. D. Payton.

3d day—Discussion: What is Education, and how should it be imparted? M. G. Lane.

MUSIC.

CLOSING.

EVENING.

1:30 MUSIC.

1st day—Lecture, Prof. D. T. Stanley.
Discussion:—"Spelling Reform."
2d day—Lecture, Rev. P. S. Knight.
Discussion:—"Shall higher Education be fostered at the expense of the State?
3d day—Lecture Rev. J. W. Harris, Albany.
Discussion:—"Shall Corporal Punishment be dispensed with?
R. C. Geer, Affirmative.
Judge Bronaugh, Negative.

COMMITTEE ON MUSIC.

J. A. Sellwood, Miss Bertha Moores, Miss Maria D'Arcy.

COMMITTEE OF ARRANGEMENTS.

J. T. Gregg, W. M. Kaiser, G. A. Peebles, M. G. Lane.

THE STATE UNIVERSITY.

This institution during the last two years has fully met the anticipation of its most ardent friends. It has a healthful location in the midst of charming natural scenery. The building is substantial, commodious, well arranged and beautiful in its architectural design. It has a numerous, able and deservedly popular corps of instructors, is furnished with ample chemical, philosophical and mathematical apparatus, and with a large and increasing patronage from all portions of the country, it is doing a noble part in the general educational work of the State, and should be fostered and encouraged with a reasonably liberal hand.

I had the pleasure of being present and witnessing the closing exercises at the University on the 19th of June last. A class of 15 young gentlemen and 5 young ladies graduated with the honors of the institution, whose graduating orations and essays showed thorough drill and an independence of thought rarely witnessed on such occasions.

THE STATE AGRICULTURAL COLLEGE.

It was my privilege also to pay a visit to the State Agricultural College located at Corvallis, and from personal observation can say that the school is doing excellent work and growing in favor with the people. It being in the dead of winter at the time of my visit, I could not speak from observation of the work of the agricultural department, but only of the literary department. This was thorough and effective and with a most able and efficient faculty. More specific facts relative to both these important institutions will be found in the statistical tables relative to Colleges and Academies.

Relative to the character of the work they are doing for the State, I may say that judging from the character of the instructors composing their respective faculties, and knowing them to be thorough and efficient in the discharge of their respective duties, I believe it is such as to commend it to the favorable consideration of every citizen of the State, and to be looked upon with pride instead of discouragement.

GENERAL CONCLUSIONS.

The fostering of a thorough system of popular education—one that as Bancroft has well said, would "take every child of the common wealth from the ground and give him an education that would be a pledge to the State for his future good conduct and useful service," has rightly been deemed by every enlightened and patriotic statesman in the land as the first duty of a republican commonwealth, and the

keystone to the perpetuity of an independent form of popular government. Hence the profound attention and prominence that has been given to our educational system as it exists to-day, and the liberal provisions that have been made in most of the States for its perfection and perpetuity. Nevertheless, in these latter days there have not been wanting those self-constituted critics who have assumed to assail the entire system, not because it was not doing its duty perfectly enough, not because it did not educate the people sufficiently, but, forsooth, because it educates them too much. The test of the value of education, as of everything else, is its fruits or effects. The specific question to be answered in this case is, does it return to the State a profit on its cost? Unless the greatest good to the greatest number of the citizens of the State is conserved by its continuance, sound political economy would decree its abolishment. Right here we are met with the fundamental axiom that the education of the masses of the people and general diffusion of intelligence is the essential groundwork of free popular institutions. Popular ignorance is only conducive to, as it must result in, the division of society into two diametrically opposite classes—slaves and lords. The extinction of the free common school system in this country would be coincident with the overthrow of social equality and the result would be that the farming communities, the mechanical guilds, and the working classes generally of whatever sort or name would be ground down and overridden by a limited class of soulless masters — the comparatively few possessors of immense inherited wealth. Such an outlook is not reassuring. To guard, then, against such a consummation, it behooves our people of every class and degree to guard with sleepless vigilance this priceless boon, which now is theirs by indisputable right, by fostering with zealous care the cause of education in their midst.

In a republic, Mind is King, and those who lose sight of this important truth must fall behind in the race for power and distinction. Let us then see to it that we sell not our birthright for a mess of pottage.

The final cause of education is to so train the intellect as to enable the head to save the hands—to so conserve the forces, the real wealth or capital of the State, that the maximum of results shall be gained with the minimum of expenditure. It is in reality a labor-saving agency, a waste-preventing appliance—an agent for so utilizing, combining and economizing the powers of the man individually or of the State collectively that the greatest possible results and benefits may be attained from the resources available. In this view of the subject one fact may be laid down as an axiom—and practical experience demonstrates it—as it has demonstrated it over and over again in the history of states and nations, that that people or that State which excels its neighbors and rivals in the degree and excellence of its education will excel those

neighbors and competitors likewise in its comforts, its methods, its wealth, its domestic happiness, its social status, its arts, its commerce, its industry, its numbers, its political power. Let any one of our great States or any group of States become pre-eminently superior to the rest of the Union in the perfection and universality of its educational system, and that State or those States will inevitably rule and dominate the whole Union. The law is as certain and as inevitable in its operation as the laws of Gravitation or the Correlation of Forces. Our country to-day stands foremost in the world in growth, in general wealth, in independence, in intelligence, in political power, in genius and in the felicity of her people, just as it likewise stands foremost in respect to popular education. It will be a mournful day for her posterity when she relaxes her vigilance in this behalf, or proves recreant to the high trust for the maintenance of this birthright which she has received. A few comparative statistics on this point may not be out of place here:

By exhibits published elsewhere it appears that the annual expenditure for the support of schools in this State, is $2 per head of the total population. The comparison of this ratio with that of the leading countries of Europe, as we are enabled to gather from recently published statistics, is as follows: Germany, which heads the list, spends annually in the support of her 60,000 public schools, with 6,000,000 pupils, a little less than 75 cents per head of her population. Great Britain with 58,000 schools and 3,000,000 pupils expends 45 cents per head of the population. In Austria-Hungary, the rate is about 40 cents; in France, 38 cents; Spain, 32 cents; Italy, 20 cents; and in Russia about 7 cents per head of population. In California, as shown by the report of the U. S. Comm'r of Education, the annual school expenditure is $4 per head of population—double our own. In Minnesota, the ratio is $1.50, rather less than our own. In Massachusetts the rate is $3 per head. In New York, with her dense population of 5,000,000, it is the same as ours—$2 per head. In Ohio it is over $2 per head; in Virginia, 75 cents. Comment is unnecessary. In Europe, Germany has advanced to the first rank. Virginia has retrograded from the first rank among American States to the lowest among States of her class.

The wise application and judicious expenditure of the school revenue is a matter of more real importance than the gross amount to be raised for school purposes. Money may be expended so as to be a positive injury instead of a benefit. Crude, inefficient, unsupervised schools in charge of incompetent, untrained teachers, may do the young minds entrusted to them irreparable and incalculable injury, besides discrediting and demoralizing, so far as their influence goes, the entire school system. Nevertheless, this general proposition is true, that the people are not in any danger of getting too much education, nor ever

can be. On the contrary, with our best efforts it will always be impossible to cope adequately and with entire success against the dragon of popular ignorance, prejudice and credulity that is a continual menace to the welfare of the State, and causes the waste of so much force that might otherwise be beneficially directed. Do the best we may, we can never produce ideal results or attain to ideal perfection. All that can be done is to reach a modest mean of moderate efficiency and practical usefulness. It is true, one of the prime essentials in education is common sense and practicality. While it would not be expedient to train our plow-boys and lumbermen in wax-work and tatting, or our girls in agricultural chemistry or engineering, at least all alike should be thoroughly disciplined in the ground-work branches of a general education. Certain departments of learning are by their nature general or "common" rudiments of all education, of which they form the foundation, and in which all, the richest and poorest, should be alike completely versed, and in which none can receive too thorough a training either for their own good or for the true policy of the State, whatever calling they may be designed to follow. Aside from these catholic branches constituting the "common school education" proper, other departments of knowledge and training may appropriately be denominated "special," and should likewise be fostered and encouraged by the State,(for learning is the chief ornament and best capital of a nation,) though in methods and under due limitations looking to the best collective and industrial interests of the commonwealth, and with due regard that justice be done to all in the distribution. As regards our popular common schools, the most important material point to be guarded in their behalf is to provide such a thorough and efficient system of competent supervision of them as to ensure that the people's money is wisely and profitably expended on their behalf. A right organization and ordering of the system is the main desideratum. To this end two things are absolutely essential: Good supervision, and training institutes for teachers.

CONCLUSION.

In submitting this my first biennial report I cannot close without here returning my most hearty thanks to the several county superintendents and numerous teachers of the State, who have extended to me their zealous co-operation and sympathy in my work for the past two years; also, to the Press of the State for uniform courtesies and numerous favors extended; and which, I take pleasure in saying, has ever shown a generous zeal in aiding and co-operating in my efforts for the advancement of the educational work of the State; to the several railroad and steamboat companies for their liberality in uniformly conceding half-fare rates to teachers and superintendents and others in going

to and returning from the several Teachers' Institutes; to the people residents of vicinities where institutes have been held, for their hospitality and generosity in the entertainment of teachers and participants, and also for the kindly interest manifested by them in the proceedings of the institutes; likewise to the large number of persons, at present outside of the teaching profession,—lawyers, ministers, physicians and others—who have contributed in so eminent a manner to the interest and instruction of the sessions of the institutes by lectures and addresses, some of which I would gladly embody in this report were it not already swelled to too large proportions.

Respectfully submitted,

L. J. POWELL,
Sup't Public Instruction.

APPENDIX.

REMARKS AND SUGGESTIONS

OF

County Superintendents,

AND

RULES AND REGULATIONS

FOR THE GOVERNMENT OF

Public Schools and School Officers.

REMARKS & SUGGESTIONS

OF

County Superintendents

FOR THE TWO YEARS ENDING

MARCH 3d, 1879, AND MARCH 1st, 1880.

BAKER COUNTY.

Hon. L. J. Powell, State Superintendent Public Instruction:

DEAR SIR:—The estimate of the value of school houses included the public school houses alone to which may be added the Baker City Academy, $3,500, and St. Mary's Academy, (a girls' school,) $5,000. The main building of St. Joseph's College will be finished this season at a cost of $12,000.

While the schools of the county are now (1878–9) generally beginning to recover from the terrors of savage war, and the ravages of diphtheria, those of Baker City remain in a most deplorable condition, nor does it seem possible to inspire the community with interest or confidence requisite to the task of improving them. Into a room twenty-five feet square, no less than sixty-five miserable children were crowded during the past winter and compelled to breathe an atmosphere which to say the least was unwholesome.

In 1870 a loan of $10,000 was obtained from the school fund for the purpose of building an academy in Baker City. The house was built, and, while Mr. McCraiy lived, fulfilled the purpose of its erection. But since his death it rots in idleness, and is fast becoming a curse to the school interests of the place. When citizens are asked to prepare suitable buildings for the school they point to it and sneeringly ask, "What do you want any more school houses for? We've got too many now."

There is considerable objection to the Pacific Coast series of readers

and more to the spelling book. I think a change desirable. I doubt if the "New Practical Arithmetic" is much surpassed by any other, but the primary "Mental Arithmetic" I deem utterly unfit to place in the hands of the average teacher.

H. N. McKINNEY,
County Superintendent, Baker City.

BENTON COUNTY.

Hon. L. J. Powell, State Superintendent Public Instruction:

DEAR SIR:—In addition to the statistical report herewith submitted, I desire to add some remarks touching the school work done during the year and to make mention of some of the immediate wants of our schools. And first, your attention is invited to the matter of

School Visitations—One of the important features of the superintendent's work. All of the schools have been visited once (excepting one school, this being open but a few weeks), and many of the schools two or three times according to circumstances. The average time spent in each was 2½ hours. During these visits I kept a note of the number of pupils enrolled; method of keeping the roll; order of school; condition of room; number of directors and patrons' visits; number of classes and methods of recitation, etc. I sometimes occupied the attention of the school for a short time by conducting a class drill on objects. This was a relief in many instances from the regular routine, and furnished a season of enjoyment and amusement for the pupils. There are too many who are recklessly indifferent in regard to visiting schools among those who are well-wishers of the system, and who are willing to sustain any reasonable measures for the advancement of the same, so far as *money* and advocating the right are concerned. In some of the schools but one or two patrons made their appearance during the entire term, and in a few schools none at all came. These, however, are the exceptions. In many of the schools there is a constant and substantial interest taken, and I have the satisfaction of reporting 75 more director's visits this year (1879–80) than were reported last year, and I trust that the coming year will make a still better showing. Should patrons and directors visit the schools often, it would have a tendency to drive away much of that dreary monotony of the school-room, smooth the rugged pathway of the teacher, and greatly encourage the pupils. The careworn teacher, in whose countenance can be depicted the toils and struggles of the school work, should be visited often. The *good* teacher always desires to have his work examined, and children delight to receive the attention and commendation of their friends and patrons. Again: *good*

teachers should be visited in order to render encouragement to the school; and *poor* teachers should be visited more frequently for the very same reason.

Educational Meetings.—Several educational and district meetings were held during the year in different parts of the county. These were generally well attended by directors and patrons. These meetings afforded an opportunity for the citizens and school officers to visit the school, to harmonize differences of opinion, exchange views upon educational topics generally, and help to bring the teachers and parents to feel a common interest in the educational welfare of their children.

District and County Institute.—The Institute held here December 22d, 23d and 24th, 1879, was a decided success. A great many questions of vital importance to schools and school work were ably discussed by the large attendance of teachers from this county, and from abroad. This meeting was felt by all to be a pleasant and profitable one, and we are satisfied it had a salutary influence upon our schools. Teachers returned to their respective fields of labor with many new and valuable ideas that did much to promote the efficiency of their schools. But I need not enlarge upon this subject, as you were present during the entire Institute, and are well acquainted with all of its details.

County Papers.—The columns of all our county papers have always been open for educational purposes and have aided much in inciting an interest in the success of our schools. The editors of these papers have requested articles on educational meetings, reports of school visits etc., which have been frequently furnished and which have always found a welcome place in their columns. I am especially indebted to Hon. Wm. B. Carter, late editor of the Gazette, for publishing lengthy and complete reports of our Institutes, these reports being furnished by able reporters for that paper.

Teachers.—Many of the teachers in our schools are young, and with but little experience in the practice of teaching. Very few young men make it a profession, and for the reason that the compensation is not sufficient. Again, the terms are not of sufficient length in most of our schools to induce them to prepare themselves properly for the business of teaching. Many of our best lady teachers follow the profession until they get married and our schools are then deprived of some of the most energetic and able teachers that we have. Among our successful teachers are those who attend some of the college schools during the fall and winter vacations and teach during the spring and summer. On the other hand, there are many teachers who work on the farm or at some trade during the vacation, and yet they receive the same salary in many instances, as do those who constantly strive for improvement. Teachers should be paid according to their qualifications, experience, success, and progressive spirit as teachers. If we

must have poor teachers let us have them at prices corresponding with their abilities. Another hindrance is, the failure of many directors and parents to appreciate a good teacher when they do secure one. Nor can this obstacle be suddenly removed, for many of the older population have never had the advantage of schools themselves and hence do not realize the worth or understand the qualifications of a good teacher. The idea that *any one* can teach a *poor* school prevails in some of the remote districts, and is put in practice by the directors employing an inexperienced teacher holding a low grade certificate. This is a great detriment to the schools, and as might be expected, the teacher can get up no interest in the school, and but little progress is made. On the following year the same thing is repeated and so on from term to term until the children of such districts grow up being barely able to read and write. It is hoped that directors will give this subject a favorable consideration and discard the flimsy assertion that, "Anyone can teach a *small* school." It should be the policy of directors to give the preference to those holding the better class of certificates and who are well posted in the theory and practice of teaching.

Certificates.—There has been some improvement in the grade of certificates granted during the present year, and in several districts an increased interest has been manifested by the board of directors; while in others it is sometimes the case that directors simply inquire of the applicants if they have a certificate, and if the reply is in the affirmative, an engagement is at once made without looking at the certificate, and sometimes it turns out, when it is exhibited, to be three or four years old, and possibly given in another county. We are glad to report, however, that there have been only two cases of this kind during our term of office. It is too often the case, however, that the only question discussed between directors and applicants for schools is the one of salary, the grade of certificates not being taken into consideration.

School Examinations.—The value of school examinations, when properly conducted, is too seldom thought of by teachers and parents. There are a few boards of directors who are far-seeing in this respect, and have had their teachers close their schools with a public examination; and these schools have been among the most successful in the county. Probably no one step that has been taken by directors and teachers will awaken more interest on the subject of education and good schools than that of holding public examinations at the close of each term. Parents desire to see their children improve in their studies, and they should know how their children are occupied while absent from them and under the care of the teacher. The exercises of a public examination should partake largely of a practical character, and should not be merely book recitations but explanations, and application of principles. The teacher should not be anxious to make a great

display, for were this his object, the work would be superficial and unsatisfactory to the patrons. The exercise might be enlivened by declamations, essays, etc., to good advantage, and it would be well to close with an address to the parents and children by some person previously invited for that purpose. With such examination at the end of each term, the interest in our schools would be greatly increased; teachers would feel that they had something to do; children would learn to value knowledge more highly, and better teachers, better schools, and better scholars be the result.

School Directors.—The school directors in several districts have done a noble work in regard to building houses, visiting schools, and in having a general oversight of the school work in their respective districts. The school houses that have been built during the past two years are comfortable and well-ventilated structures. This progress is very gratifying. Many of our directors and clerks are earnest men, who are interested in the education of our youth, and who begin to see that the expenditure of a few dollars will add greatly to the health and comfort of the children of their districts. Could not a blank (in a brief and cheap form) be prepared and furnished to the directors for the purpose of reporting their visits to the schools, their observations while there, etc.? I think something of this kind would tend to increase an interest in our school work on the part of the directors.

School Apparatus and Furniture.—But few of our schools are furnished with sufficient apparatus and many are entirely without. A few schools are furnished with globes, and three only have good outline maps. Every school in the county should be furnished with a set of good outline maps. Many of our schools and teachers would be better if they had the necessary apparatus, and we are enabled to report more interest and inquiry in this direction than ever before. Several of our best houses are furnished with comfortable box seats, and one (District No. 9) is furnished with the best patent seats the market affords. Still there are houses in which the benches and desks are not only uncomfortable but positively injurious to the health of the pupils who occupy them. We will gladly hail the day when every school district in the county will have a good house and comfortable furniture.

Recommendation.—I would recommend that the public school funds that are now semi-annually apportioned among the school districts be divided in proportion to the number of pupils between four and twenty *actually enrolled* in the schools and not simply to those in the district between four and twenty years of age. I am confident that this would be beneficial in many ways, and especially would it increase the average daily attendance.

Having endeavored to discharge my duties to the best of my ability, I return my warmest thanks to the department at Salem for the many words of cheer and friendship extended to me. In reviewing the

school work in this county for the last two years, I feel encouraged to hope for still greater success in the future, encouraged to labor on, hoping at the same time for the cooperation of the parents and patrons of all our schools. In addition to the foregoing, I will publish during the coming summer reports of school visits, school examinations, etc., in which the special needs of our schools will be mentioned and copies of which I will forward you. E. B. McELROY,
County Superintendent, Corvallis.

CLATSOP COUNTY.

Hon. L. J. Powell, State Superintendent Public Instruction:

DEAR SIR:—The few school houses built in the county during the year (1878–9) are in the country districts, and have been built mostly by subscription or by gratuitous labor, which is the reason the amount reported as paid out for building school houses is only one hundred dollars. S. T. McKEAN,
County Superintendent, Astoria.

COLUMBIA COUNTY.

Hon. L. J. Powell, State Superintendent Public Instruction.

DEAR SIR:—If I should suggest anything it would be that a law be enacted *compelling* teachers to report at the close of each term of school. No teacher should be allowed to draw pay for services rendered until he has submitted his report for the approval of at least two of the directors. Many of the teachers of this county have not reported at all and the reports of some of those who did report were incorrect. The same remark is true of some of the District Clerks. When it was possible I had the reports corrected, but some came in too late to have them corrected. Our county is sparsely settled and the inconvenience of traveling has made it impossible to visit all the schools during the past winter. The school houses in this county are very inferior, poorly furnished and poorly ventilated. Teachers' wages are low, yet we have some first class teachers who are doing a good work, and taking into consideration the many disadvantages peculiar to a newly settled country our schools, perhaps, are all that could be expected. The population of the county is steadily increasing and a corresponding increase of interest in regard to school matters is notice-

able, and I have hope that in time the schools of Columbia county will be among the best in the State. JUDSON WEED,
County Sup't, 1878–9, St. Helens.

Hon. L. J. Powell, State Superintendent Public Instruction.

DEAR SIR:—I was appointed by the Honorable County Court in July to fill the vacancy caused by Mr. Weed's resignation, and did not get the books and papers belonging to the office until the last of September. I purposed visiting each school district at once, but the Honorable County Judge thought it best not to revisit such as had already been visited, and as I had no data, I only visited some that I knew had not been visited. In examinations I have had no assistance except Mrs. Moise, consequently have signed the certificates alone. The reports are not full, and some of the clerks hold that the statutes do not require such a report, and that they could not make it without personally canvassing the districts. The inclemencies of the season have had some effect on the reports, some of which were made in the mountains where the parties were at work, opening roads so as to obtain supplies for their families, and consequently were made from memory. The U. S. mail was obstructed for some weeks by fallen timber and snow. I do not wish to make any suggestions about school matters, but will just remark that the duties of County Superintendent cannot be performed as they *ought* to be, on the pay allowed by the county.
U. B. MORSE,
County Superintedent, St. Helens.

COOS COUNTY.

Hon. L. J. Powell, State Superintendent Public Instruction.

DEAR SIR:—Our county is young and sparsely settled, our population scattering, country rugged in the extreme sense of the word. Our teachers for the most part are young in the profession and consequently inexperienced, and have not been supplied with proper blanks for making out their returns. These facts in a measure will excuse deficiencies in the report. I was teaching during the past year, (1878–9) and did not find time to make the entire rounds of visits as I should like to have done. The Superintendent's salary being so small in proportion to the labor required, I can perform the duties only at a sacrifice of my private business. In a great many of the clerk's reports they report moneys received without stating from what source received, or for what paid out. Sometimes they will state the number of pupils

in their districts, then in giving the numbers enrolled in public schools and private, also the number not attending which will not accord at all. And so likewise it is in other matters, some being faulty from beginning to end. Some of them reach me at so late a date that I do not have time to return them and have them corrected. I think our schools are improving, and greatly too, for the reason that we are getting a better class of teachers in our county than we had a few years ago. Quite a number come from the Eastern and Middle States. The series of text books adopted by the State Board, have been almost exclusively used. All of the higher branches named in the report have been studied in the academy at Marshfield, in this county, by about 20 students, during the last year, but not at this time. Professor McCormac quit the academy and a public school is being held there.

J. F. MOORE,
County Superintendent, Coquille City.

CURRY COUNTY.

Hon. L. J. Powell, State Superintendent Public Instruction:

DEAR SIR:—The greatest difficulty I have had to contend with in making out my annual report (1878–9) is the inaccuracy of the district clerks' reports. I intend to visit all the districts of the county the coming summer, and I shall take particular pains to instruct our district clerks in book-keeping. If I had a voice in making our school laws, I would recommend some changes in our present law. Each district clerk should be furnished with a suitable record book by the county, and then compelled to keep a correct account—one that would balance. And teachers should be compelled by law to report to the district clerk, and to the superintendent, and their reports should be accepted and signed by the directors of the district. The report to the clerk signed by the directors should be a sufficient order for the teacher's pay. And the Superintendent should have the right to revoke the certificate of any teacher failing to report to him. We should also have more school money. Instead of three mills county school tax, we should have at least five mills. The legislature should establish the salary of School Superintendents, the same as it does the salary of other county officers. The salary allowed the Superintendent in this county will scarcely pay the expenses of the office, if he discharges his duties according to his oath of office. One thing I wish to call your attention to, and that is the general dissatisfaction among the teachers of this county in regard to the text-books. The Pacific Readers and Speller are universally condemned. Also, in mathematics, we have

three authors at present, and either author publishes a full course. To take some one author's full course, in my opinion, would be preferable. We also hear complaints throughout the county in regard to the exorbitant price we have to pay for most of our school books. By examination you will find that the total receipts for the year (1879–80) were not sufficient to meet the expenses. The report of disbursements includes only the amount actually paid out. But I find by calculation that the several districts have incurred an indebtedness of $446.40 during the year (1879–80), if the clerks have reported correctly—while most of our districts have had but one quarter of school during the same period. These figures show the necessity of a higher levy of school tax. The county tax should be six mills instead of three. I have visited every district in the county this year, and I find our schools prospering well. Most of our teachers are earnest, faithful workers, and they are accomplishing a good work considering the many disadvantages under which they have to labor.

A. M. GILLESPIE,
County Superintendent, Ellensburg.

DOUGLAS COUNTY.

Hon. L. J. Powell, Superintendent Public Instruction:

DEAR SIR:—You will see from the report that the district clerks have failed to account for $1,088.71. I have sent back about one-third of the reports, and yet they fail to make them out correctly. I see from the annual reports of my predecessors that like errors have been made from year to year. The only means I see for correcting the errors in this county is to show the clerks how to make out a report correctly while visiting schools. I shall endeavor to explain the difficulties to them while in their respective districts. The people want better schools and generally advocate that the taxes should be more for educating the young. Six mills on the dollar would meet the approval of the majority of tax-payers of Douglas county. A lady should be allowed to vote by proxy at the annual district school meeting, and it should be so stated in the circular sent to the County School Superintendent by the State Superintendent. Give us a six mills tax for the education of our children and Douglas county will prosper.

J. M. HEAD,
County Superintendent, Oakland.

GRANT COUNTY.

Hon. L. J. Powell, State Superintendent Public Instruction:

DEAR SIR:—It is a matter of regret that this county makes such a poor showing in educational matters for the past year (1878–9. But several of our districts were partially or wholly burned out by the Indians, and the rest kept in such a state of expectation and trepidation that nearly all the schools were broken up. In Harney valley every dwelling and the school house were burned to the ground. In Blitzen district, Happy valley, every house but the school house was destoyed. Other districts suffered but not so severely. For months nearly all the families in the county were huddled in forts like sheep in pens, submitting to many inconveniences and neglecting crops, stock and schools in the struggle for self-preservation. If the excitement cooled down so that some of the boldest went home, fresh news of approaching hostiles would send them crowding back again. Even in Canyon City, the county seat, nearly, if not quite, all the families spent their nights in the tunnels for some time, and occasionally went for them in a rush during the day. Many of the districts are newly organized, and as yet have had no school. In consideration of all the circumstances, the scattered condition of our people, and the excitement and suffering of the past year, I am astonished that the schools have done as well as they have. If the "noble red man" will behave himself the coming summer, and let his white brethren repose in peace, this county will make a much better report the coming year. While the cause of education appears to be progressing as favorably as could be expected under the circumstances, our population is so thinly scattered in small valleys, with ranges of mountains interposed between, that our schools are mostly small and lasting but one term of three months during the year. And as these valleys are settled to about their full capacity, there is little prospect of improvement. Hundreds of children, though in organized districts, are from three to ten or more miles from any school house. Four of the districts are newly organized and have had no school as yet. Still we are slowly increasing in numbers, appear to take an interest in schools and will not always make as poor a showing educationally as now.

My predecessor and the president of our County Teachers' Institute both discouraged me from calling a session of the institute, so that I did not undertake one until last December (1879), when I resolved to try a session, even if it resulted in a failure. More than half of the teachers of the county were unable to be there, yet it was a brilliant success; its participants and visitors expressing themselves as having derived great pleasure and profit from its proceedings. Another session will be called in May, when it is hoped teachers from a distance

can be present and add to its interest. This county is large enough for a State. One district is about 150 miles from this office. Others from 50 to 100. This necessitates extensive travel to visit few schools. Would it be possible ever to have a judicious oversight of the public schools? In my official life I have known numerous instances of well educated, competent teachers, conscientiously zealous in the performance of their duties, thorough in their modes of teaching, fail to please their employers because they dressed too well, wore kid gloves, were too high-toned, put on airs, etc., trivial matters not calculated to injure them as teachers — while men were preferred who could not get a second grade certificate without undue lenity on the part of the examiner, knowing but little, yet content with what they knew, incapable of advancing children beyond the simplest rudiments, and teaching what they do teach incorrectly; popular teachers, because they are good fellows with everybody, smoke with one, drink with another, "talk horse" with another, and a clever fellow generally. The children like to go to school to him because he lets them do as they please, and enjoins no hard tasks. I have some such in my mind's eye now, who write "God" with a little g, spell scholar with two l's, and don't know whether Europe is on this earth or on the sun or moon. But when directors who have despotic control over schools are selected from those who can scarcely read their own names, and know nothing whatever of schools, so long will intelligent supervision of our schools be a thing unknown.

J. W. MACK,
County Superintendent, Prairie City.

JACKSON COUNTY.

Hon. L. J. Powell, State Superintendent Public Instruction:

DEAR SIR:—Owing to the fact that some of the district clerk's reports were burned in the fire which visited Ashland on the 11th of March, 1879, I have been delayed with my report. In visiting the schools of this county I find many obstacles in the way of the successful teacher. With very few exceptions, our school houses are miserable; many of them not suitable for wood houses. A few are supplied meagerly with furniture, but most are without any. Cheap teachers are in demand. Many districts employ teachers holding certificates for three months, in order to be able to draw their public money, and afterwards, if they have school at all, they employ a cheap teacher and run a private school. I hope to be able to report many new school houses and better facilities for educating the young in Jackson county at the time of making my next report. Twenty-five districts of Jackson county had

just three months' school (1879–80). Three new and one old district reported no school. One district failed to report at all. Three districts only had more than six months' school. Teachers' wages are on the decrease and unless times liven up a little they will continue to do so, which will force the better class of teachers to either quit the business or to leave the country. Can we not make an effort in behalf of free schools in Oregon? The school tax should be five or six mills instead of three. I suggest that we make a united effort to raise it at the coming session of the legislature. I am sick of this three months a year system. If we cannot raise the rate of school tax, perhaps we can force each school district to have six months' school or forfeit their portion of the public money. Let us go to work in earnest. I am ready to do what I can to improve the schools in Oregon.

J. D. FOUNTAIN,
County School Superintendent, Ashland.

JOSEPHINE COUNTY.

Hon. L. J. Powell, Superintendent Public Instruction.

DEAR SIR:—In making out the annual report for Josephine county, I have had to do some guess work. The majority of the questions are answered correctly, and the balance as near the facts as I can make out by the clerks' reports. I have tried while in office to have teachers make out correct reports and in tangible form. Some have done so, and others have reported but omitted answering some questions that should have been answered, while others did not report at all; and I might almost say the same of the district clerks. There have not been many school visits made by County Superintendent in this county. My predecessor made none, and as there was only one school being taught under certificate granted by me, I only made one visit. Schools in this county are rather behind the age, I think, as compared with other counties in the State. Very poor buildings and poorly furnished but then the most of them are getting so old they will soon tumble down. So let us hope that better ones will then be erected in their stead. The principal branches taught in this county are reading, spelling, writing, geography, and arithmetic. I have been governed to a great extent by the clerks' reports in making out mine, but I defy any person living to make out a report as it should be done under the existing circumstances.

A. J. ADAMS,
County Superintendent, Kirbyville.

LAKE COUNTY.

Hon. L. J. Powell, State Superintendent Public Instruction:

DEAR SIR:—It is impossible for me to give the number of students in each branch or the kind of books used. The reasons are, 1st, Teachers have not all reported. 2d, Dealers in this county do not keep the State series of text books on hand, so the pupils generally use any kind of books they happen to have. I think the tax in this county ought to be raised to six mills on the dollar instead of three, as at present. I also suggest that it would be a good law that would require district clerks to sign an oath or affirmation that their reports are correct in every particular.

T. B. VERNON,
County Superintendent, Lakeview.

LANE COUNTY.

Hon. L. J. Powell, State Superintendent Public Instruction:

DEAR SIR:—You will not find this report full in all its parts, from the fact that the reports of a considerable number of district clerks are very defective. The portion relating to studies pursued and the number of pupils in each are entirely wanting in some. Others are very difficult to make balance. In some instances the teachers closed their schools and moved out of the State without making any report either to the Superintendent or to the district clerks. The per cent. of tax levied is not given in any of the reports. As regards the visits by the Superintendent during the year, I know nothing previous to the 1st of July, 1878, as my predecessor has left nothing in the office to indicate what he did, and he has moved out of the county, but I hope to be able to make my report more complete at the close of next year. One of the great needs of our public school system is more funds. I would recommend that the next session of the legislature be urged to raise the tax from three to four mills, if it can be done, and also to make provision for the collection of rate bills.

R. G. CALLISON,
County Superintendent, Eugene City.

LINN COUNTY.

Hon. L. J. Powell, State Superintendent Public Instruction:

DEAR SIR:—But few teachers sent in their reports; hence I am un-

able to fill out the number in each of the common school branches. There has been no report regarding the per cent. of taxes levied—simply a statement of the amount raised by tax. I have not as yet visited many schools, but those I have visited I find in good condition. I do not think I can possibly reach them all as 86 schools take some time. My report is as near correct as I can make it. Fully two-thirds of the district clerks' reports have been returned to them for correction; some of them two or three times. I wish to say this about the average salaries paid to teachers. As you see it is small, but the low average is owing to the existence of many small districts in the outer portion of the county where there are only from 15 to 20 scholars in a district. As the average attendance will not probably exceed six scholars in these districts they cannot and do not pay over $20 per month. Eight or ten of these in the county will necessarily cut down our general average. I think the wages paid in this county are equal in general to those of surrounding counties. L. N. LIGGETT,

County Superintendent, Albany.

MARION COUNTY.

Hon. L. J. Powell, State Superintendent Public Instruction:

DEAR SIR:—Permit me to submit the few following remarks touching matters pertaining to our school work. First:

Clerks' Reports.—The reports of clerks have been as full and complete as could be desired under the circumstances. A few—one or two—have shown willful negligence in making up report, but all the rest have done the best they could. Many clerks are not men who understand all the intricacies of book keeping and do not have any system in keeping their accounts; yet their reports give a very fair statement of receipts and disbursements, although in many instances their balance on hand is not in accord with the other showings of their report. They should be supplied with a book properly ruled and explained in which to keep their accounts that accuracy and uniformity may be secured.

School Census Frauds.—In this branch of our school system there is abundant room for swindling. Clerks are simply required to give the *number* of children in their districts. Of course the more children they report, the more money they will receive. Many unscrupulous men would take advantage of this, and I am satisfied in many instances advantage is taken of it. Some report more children than the district contains. There is no ready means of detecting the error, and of course the district draws more money than it is entitled to. In some

districts I notice that there are not so many children by from 7 to 30 as there were last year, and in others the ratio of increase has been rather too large. In these instances it is almost certainly the case that the same clerk did not make both enumerations. Besides, many districts are claiming territory in two and sometimes three districts, and the children in that disputed territory draw two or three times as much money as they ought. A case of that kind existed in this county four or five years before it was discovered. A census marshal should be provided, or it should be made the duty of the district clerk, when reporting the number of school children in each district, to report the names of the children and the names of their parents or guardians. A blank clerk's census report should be prepared on which the clerk should be required to place the name of every parent or guardian in his district, with the number, sex and age of the children placed opposite; and this should be sent to the County Superintendent. I earnestly recommend that you give this matter your serious consideration with a view of asking legislation upon it in 1880.

Teachers' Certificates.—Something must be done in this matter if the standard of our schools is ever to be raised. The State Board should immediately rescind that rule allowing second grade certificates to be renewed without examination. That is damaging in its effects upon the efficiency of many of our teachers. Many have no higher ambition than a second grade, and if it be perpetual, once secured, they will never attempt to go higher. The law should prohibit private examinations; instead, public examinations every three months, occupying two days, by a county board of examination, who should be paid for their services. Certificates should not be legal unless signed by this board. The standard should be raised. Applicants falling below 70 per cent. in grammar and arithmetic should be denied certificates to teach. Physiology and school law should be added. It is astonishing how few teachers know anything about the school law. Temporary certificates, good only until the next regular examination, might be granted by the Superintendent in particular cases. The law should also provide that "certificates should be in full force and effect" to be legal. By the present law one certificate might last a teacher forever. Please examine that clause of the law.

Miscellaneous.—The law providing the Superintendent with discretionary power to divide large districts and organize new ones on the petition of parents or guardians representing fifteen children, is an unfortunate law and should be repealed. A law should be enacted prohibiting the use of one year's funds to pay the expenses of the following year, or the expenses of the previous year. Let each year's school funds pay the expenses of that year's school. These are points for the consideration of the coming legislature.

Conclusion.—The condition of the schools in this county is good. A

lively interest is manifested by the people. You will notice by my report that several new houses have been built. They are good buildings; a credit to any school district. I feel greatly encouraged.

J. T. GREGG,
County Superintendent, Salem.

MULTNOMAH COUNTY.

Hon. L. J. Powell, State Superintendent Public Instruction:

DEAR SIR:—Two new districts have been formed during the year (1879–80.) The schools throughout the county are progressing generally. Wherever directors distinguish between good and inferior teachers there is marked improvement. The East Portland school has good teachers and is now doing well. Of the schools in the city of Portland I would say that while perfection is not claimed for them, yet comparison with the past shows great advancement. The average salary per month paid male teachers in the city of Portland, is $164; that paid female teachers is $70.50. Concerning private schools this report is meager and not claimed as accurate. I requested statistics from the Commercial College, Bishop Scott Grammar School and St. Helens Hall. The latter only complied with my request and furnished the following, viz.: No. students, 152; No. teachers, 12; Grade of School, Academic. I beg to call attention to the fact that while the school law was changed by the last legislature in regard to the school age of children, yet it was left unchanged in regard to the age during which school money could be drawn. I think this should be seen to by the next legislature. Also the blanks furnished should be changed to correspond with the law.

I. ALLEN MACRUM,
County Superintendent, Portland.

POLK COUNTY.

Hon. L. J. Powell, State Superintendent Public Instruction.

DEAR SIR:—There were two districts not reporting this year (1878-9) which makes my report very irregular and unsatisfactory. I have tried every means in my power to have the teachers report their schools correctly, but it is almost impossible to get them to comply. There are fifteen districts that have not furnished me their teachers' reports. Therefore I only had twenty-eight teachers' reports to help

me in making out my report. As soon as the spring schools open I intend to visit every school in the county and issue teachers' report blanks to all. Have held one county Teachers' Institute—the pioneer institute of this county. It was in every way a success. The district lines in this county are very inacurate and uncertain. I will try to correct them if possible. The salary of superintendent in this county is inadequate, hardly paying the expenses of the office. I find that a systematic arrangement of the various official acts and duties of the school officers tends to produce satisfactory results, and to this end I have labored. This year (1879–80) has proven to my mind the necessity of a thorough and determined endeavor on the part of all the school officers to produce this result. I believe that more earnest endeavors on the part of these officers and the encouragement of the people would be productive of far better results and in the end prove highly advantageous to the people of our noble State; and I believe our people are generally waking up to the importance of the educational work. For the year ending 1st Monday in March, 1880, I have the honor of submitting for your perusal an annual report from Polk county that will balance, thus showing the improvement and advancement of school matters in this county, and I am proud to report the same.

A. C. SWEET,
County Superintendent, Dallas.

TILLAMOOK COUNTY.

Hon. L. J. Powell, State Superintendent Public Instruction:

DEAR SIR:—Two teachers have been employed during the year (1878–9) in private schools. In all there have been nearly nine months private schools but only three reported. There were about 60 or 70 pupils enrolled in these two private schools, but they have not been reported. Only three district clerks reported the number and value of school houses, the total value being $530. There is another frame house worth about $200, making a total of four in the county. Three districts have been organized within three years past, and have had no school houses or schools except one private school. This will account for the small number of our schools, months taught, and pupils enrolled. Most of our schools are taught in the spring and early part of the summer, but I cannot find that my predecessor visited any schools. There have not been many schools to visit since July 1st. There was no money in March to be apportioned among the districts except $80.41 of "interest fund." The total amount paid for school purposes during the year was $380.08, but the clerks' reports fail to

show what it was all paid for. I believe the text books used were those prescribed by law exclusively. The clerks do not seem to understand their business very well. They do not keep their accounts correctly. Several of them report having received more money than they account for. One clerk in a small country district reported having received more than a hundred dollars that he fails to account for. Others made similar mistakes but not so great. I make this statement to show the difficulty of making out correct reports from reports sent in by school clerks. You will see from my report that our school houses are not very expensively furnished, but you must consider our situation, inconveniences, etc. Three new districts have been organized during the year (1879–80), and we expect a school in each during the coming year, so that another year we can report a larger number of months of school. I have not made many school visits but traveled a good many miles to make what visits I reported. I have given all the time and attention to school matters that I could without too great a sacrifice. One of the County Commissioners thought a salary of $25 a year was plenty for a school superintendent. He advised me not to visit schools or perform any other duties that required time, etc.

R. T. WEATHERLY,
County Superintendent.

UMATILLA COUNTY.

Hon. L. J. Powell, State Superintendent Public Instruction:

DEAR SIR:—My report, though not perfect, is as complete as I could make it from clerks' reports received. Fourteen districts, from some cause, failed to report at all. You will notice that I visited but six schools. I was engaged in visiting the schools last July (1878), at the time of the Indian outbreak, which not only put a stop to my visits, but caused all the schools to close also. Seven hundred families were reported as having come to this place from the surrounding country for protection, which entirely depopulated the school districts, many of them leaving their schools in an unfinished condition. I have infinite trouble with the school clerks' blanks. I have never received one completely filled out. Every year I have as many explanatory letters to write as there have been new clerks elected. The law provides one form and the State Board sends to the school clerk another. The consequence is that the school superintendents must explain the matter to every new clerk, and then receive some reports according to the form given by the board and others according to the form given in the school law. One very important thing is left out of the form for

clerks' reports, as given by the board, and that is the name of the teacher. Give me the names of the teachers in any district and I do not care to call on the clerk to tell me how many have first grade, how many second grade certificates, etc. I have done the best I could, and send you this report, comprising the results of three days constant labor. You know of the size of this county, comprising 5,040 square miles, and containing 67 school districts, some of which are near 150 miles apart. About the time I intended visiting schools last summer (1879), I was called by telegram to the Willamette valley, and returned too late in the season to find many schools in continuance. Some weeks ago I was informed that certain parties were cutting cord-wood on school land situated some 50 miles from Pendleton. I immediately counseled acting District Attorney Cox, and began to prosecute the parties for trespass. While the sheriff was engaged in hunting up the parties, one of them, evading the sheriff, came to Pendleton, and an agent of the Board of School Land Commissioners appraised the land in question and sold it at the minimum price of two dollars per acre. If the law has been changed taking any part of the school land appraisements out of the hands of County Superintendents (I do not think it has intentionally been done), the old law in regard to this matter should be re-enacted; for, most certainly the School Superintendent, elected by the people of his county, would be more liable to discharge his duty in this regard than the appointee of any board. I would also urge that a law be passed at the next legislative assembly providing salaries for County Superintendents in ratio with the size of the county, number of districts and general duties of such officer, so that School Superintendents may know on what to depend, and not feel that they are not paid one-tenth what other county officers get for the same amount of labor. I am again placed on the ticket for the office of County Superintendent, but I think it would be a financial benefit to be defeated in the election. JOHN C. ARNOLD,

County Superintendent, Pendleton.

UNION COUNTY.

Hon. L. J. Powell, State Superintendent Public Instruction:

DEAR SIR:—Our last summer's schools, (1878–9) were almost ruined by the Indian scare and the ravages of diphtheria. Our winter schools have been a success, though but few districts had schools last winter. There seems to be a general dissatisfaction among our teachers and patrons with our present series of books, as they come very high. As a sample of prices, we have to pay 75 cents for a second reader. I think

it would be advisable to make a change in the readers and spellers if nothing more. My report is imperfect because some of the teachers made no report and some of the clerks failed to give full statistics. We have had no Institute this year (1878–9.) It is almost impossible to get all the teachers interested enough to attend. I am gratified to hear that Oregon is to have a Normal School and I hope that the teachers of this part of the State will avail themselves of the benefits of this grand institution. Our Blue Mountain University is not in as prosperous condition as I would like to see. We have had two graded schools in the county, one at Union, the other at La Grande. They have built a very nice brick school house at Union, two stories high, costing nearly $5,000. Most of the districts will have summer schools this year, (1879.) I think there ought to be a change made in the time of making the apportionment of the county school fund; for the principal tax-payers of our county do not pay their taxes until the last week in March. Last year I went to apportion the county school fund according to law, but was told by the treasurer that there was nothing to divide. So I waited until the first week in April when we had $1.50 *per capita*. I have not made the apportionment yet for (1880) but will after the first week in April. School interests are on the increase in this county. I have organized five new districts. Quite a number have commenced building school houses, but have not completed them. There has been quite an increase in population since my last report. The change in books seems to be very satisfactory.

TERRY TUTTLE,
County Superintendent, Summerville.

WASHINGTON COUNTY.

Hon. L. J. Powell, State Superintendent Public Instruction.

DEAR SIR:—I have made my report as full as possible. Some of the clerks' reports were not complete in all respects. The average number of months taught is not so great this year (1879–80) as last, owing to the fact that the State apportionment last year was $4,232.14 as against $647 this year.

J. D. ROBB,
County Superintendent. Forest Grove.

YAMHILL COUNTY.

Hon. L. J. Powell, State Superintendent Public Instruction:

DEAR SIR:—Last year my report was inaccurate in many respects,

owing to the inaccuracy of the clerks' reports; and profiting by experience, I determined to make a *true* report this year (1879–80). So I commenced early and promptly returned all inaccurate reports. But after returning a few two or three times and failing to get correct reports, I traveled many miles through rain and mud and made the necessary corrections myself. This is the reason my report was delayed till the last hour, but I think the financial report is correct. I am constrained to repeat what has been said heretofore—that is, the necessity of a third grade certificate in certain schools. Permit me to submit a few suggestions: 1st. The necessity of a reasonable compensation to the County Superintendents, and require them to devote their entire time and attention to the public schools. 2d. A law compelling teachers to report promptly and correctly. 3d. Require a *correct* report of the clerks. 5th. I have had much trouble in preventing clerks from reporting children living in disputed territory as belonging in the two adjoining districts, i. e., the same children reported twice In conclusion, I will say the public schools of this county have enjoyed a reasonable degree of prosperity during the past year, and it shall be my aim during the remainder of my term of office to devote my entire time and attention to the public schools, and do all in my power to aid the corps of efficient teachers now in the field to build up our public schools so that Yamhill will rank among the first counties in the State in the advancement of her educational interests.

L. H. BAKER,
County Superintendent, Dayton.

RULES AND REGULATIONS

FOR THE GOVERNMENT OF

Public Schools and School Officers

IN OREGON.

SUPERINTENDENT OF PUBLIC INSTRUCTION.

RULE 1. The Superintendent of Public Instruction shall issue to the several County Superintendents, in time for the public examination of teachers in March, June, September and December of each year, printed list of uniform questions, prepared by the State Board of Examination, for use at those examinations in accordance with the rules hereinafter prescribed for the government of County Superintendents.

RULE 2. The State Superintendent shall have the right to decide all appeals from County Superintendents, but in any case of sufficient importance he may bring the matter before the State Board of Education for determination. No appeal shall be heard unless notice thereof, in writing, shall have been first given to the County Superintendent, by the party appealing, as hereinafter provided, nor unless a copy of such notice shall have been transmitted, with the papers relating to the case, to the State Superintendent.

RULE 3. The State Superintendent shall have the right to grant certificates only upon appeal from County Superintendents, and then only in case it appears that the County Superintendent has done the candidate substantial injustice.

COUNTY SUPERINTENDENTS.

RULE 4. At the public quarterly examination of teachers provided by law, the County Superintendent shall use the uniform questions furnished by the State Superintendent, and the signatures of all assist-

ant examiners shall appear on all certificates issued at these examinations.

RULE 5. In private examinations, the County Superintendent shall not use the same questions as at the last preceding public examination, but questions of the same grade and number shall be used. In conducting such examinations, the superintendent shall be aided, if practicable, by the assistants employed in the last public examination.

RULE 6. Examinations of teachers, whether public or private, shall in every case be conducted as far as possible in writing; and the questions and answers, endorsed with the candidate's name and the date of the examination, shall be filed in the office of the County Superintendent, and kept as a part of its permanent records.

RULE 7. Only two grades of certificates can be issued by County Superintendents. To obtain a certificate of the first grade the applicant must answer correctly at least eighty per cent. of all the questions asked him. To obtain a second grade certificate the candidate must answer correctly sixty per cent. of all the questions asked. No first grade certificate shall be issued to any applicant who falls below forty per cent. in any branch of study, and no second grade certificate whatever shall be issued to any applicant who falls below forty per cent. in any two branches of study.

RULE 8. County Superintendents must require all applicants for teachers' certificates, who are not personally known to them to be of good moral character, to present satisfactory written testimonials to that effect from two or more persons of respectable standing. Such testimonials shall be filed with the examination papers, and shall remain permanently in the office of Superintendent.

RULE 9. The County Superintendent is hereby authorized to revoke any certificate obtained by fraud, or misrepresentation as to the character of the applicant, or where the holder has been guilty of gross immorality since the certificate was granted. But no certificate shall be revoked unless the holder shall have been duly notified of the charges against him, and shall have had an opportunity to defend himself against them, nor unless the charges against him shall have been fully proved. The action of the County Superintendent in revoking a certificate is subject to an appeal to the Superintendent of Public Instruction, as in other cases.

RULE 10. When an applicant has been refused a certificate in one county, no certificate shall be granted him in any other county in this State within three months thereafter, unless the decision of the County Superintendent, in refusing the same, shall have been duly reversed on appeal.

RULE 11. In case an applicant for a certificate believes that the County Superintendent has done him an injustice upon examination, and intends to appeal to the Superintendent of Public Instruction, he

shall, within five days after said examination, notify the County Superintendent, in writing, of his intention. Within ten days after such notice, the County Superintendent shall transmit to the Superintendent of Public Instruction the notice of appeal, testimonials of character of the applicant, and the questions used at the examination, together with the candidate's answers thereto. All of said papers, except the notice of appeal, must be returned to the County Superintendent as soon as the appeal is determined.

RULE 12. In no case shall a County Superintendent grant a certificate to teach without first examining the applicant as to his qualifications in the manner provided by law and by these rules, *except that* the holder of a valid, first grade county certificate in any county in this State, may, within the time for which the same was issued, upon presentation thereof to the County Superintendent of the same or any other county, and upon payment of the usual fee, have another certificate of the same grade granted to him, without undergoing any examination, at the discretion of te County Superintendent; *Provided*, such original certificate has been issued in accordance with Rule 4, and shall also have been endorsed by the assistant examiners. Each renewal must be endorsed "Renewal" on its face, with original standing, endorsements, etc. on the back; *Provided*, that no second grade certificate shall ever be renewed.

TEACHERS.

RULE 13. The teachers in the public schools of this State may dismiss all pupils under eight years of age, after a four hours' session, each day, or where that is not practicable, may allow to pupils of that age recesses of such length that the actual confinement in the school room shall not exceed three hours and a half per day.

RULE 14. Teachers shall exercise watchful care and oversight over the conduct and habits of the pupils, not only during school hours, but also at the recesses and intermissions and while going to and returning from school.

RULE 15. It is expected that a strict and wholesome discipline will be constantly maintained in all public schools; but teachers are cautioned against displays of ill temper and undue severity in the school room.

RULE 16. In any case of misconduct or insubordination, when the teacher deems it necessary for the good of the school, he may suspend a pupil, and shall immediately notify the directors of the district thereof. The directors shall forthwith meet and consider the matter, and if they approve the action of the teacher, and think the case calls for further punishment, they may expel the pupil from the school.

RULE 17. Teachers in the public schools shall to the utmost of their

ability, inculcate in the minds of their pupils correct principles of morality, and a proper regard for the laws of society, and for the government under which they live. But no sectarian or partisan instruction shall be given in the schools.

RULE 18. Every public school teacher shall give vigilant attention to the temperature and ventilation of the school room, and shall see that the doors and windows are opened at each intermission, for the purpose of changing the atmosphere of the room. He shall require his pupils to take proper exercise, and shall encourage healthful play at the recesses, but he shall strictly prohibit all dangerous and immoral games and amusements.

RULE. 19. Teachers shall have the right, and it shall be their duty, within reasonable limits, to direct and control the studies of the pupils; to arrange them in proper classes, and to decide, subject to these rules, what and how many studies each shall pursue.

RULE 20. In all ordinary ungraded district schools in this State, where there are pupils of the proper age and degree of advancement, classes may be organized and kept up in the following named studies, to-wit: First, Second, Third, Fourth, Fifth and Sixth Readers, Orthography, Science of Government, (optional), Primary Mental Arithmetic, Rudiments of Written Arithmetic, Practical Arithmetic and Advanced Mental Arithmetic, Primary and Advanced Geography, Beginners' and Advanced Grammar, United States History, Beginners' General History, and Penmanship. In such schools no branches additional to these shall be taught unless the directors so order by positive vote, and in no case shall teachers neglect the classes pursuing the above named studies in order to make room for any additional branches. In high schools and other public schools of advanced grades the following named studies, together with such others as the directors may prescribe, may be taught in addition to those above mentioned, to-wit: Higher Arithmetic, Algebra, Geometry, General History, (advanced), Composition, Physiology, Natural Philosophy, Chemistry, Botany, Book-keeping, and Science of Government, (optional). Nothing in this rule shall be so construed as to prohibit or prevent teachers from introducing into their schools such oral instructions and "object lessons" as they may deem necessary or suitable.

RULE 21. Following is a list of the books of the "authorized series:"

Orthography—Watson's Complete Speller.

Reading—First, Second, Third, Fourth, Fifth and Sixth Readers of the Independent Series.

Arithmetic—Thompson's New Graded Series, (including New Mental for primary classes, New Rudiments and New Practical,) and Brooks' Normal Mental (for advanced classes).

Geography—Monteith's Introduction to Manual, and Physical and Intermediate (both Pacific Coast edition).
Grammar—Clark's Beginners,' and Normal.
United States History—Barnes' Brief History.
General History (for beginners)—"Peter Parley's" Universal.
Penmanship—Spencerian system and copies.
Science of Government—Hopkins' Manual of American Ideas.

FOR ADVANCED GRADES.

Higher Arithmetic—Robinson's Progressive Higher.
Geometry—Brooks'.
Algebra—Brooks'.
General History (advanced)—Anderson's.
Composition—Hart's.
Physiology—Steele's "14 Weeks."
Natural Philosophy—Steele's "14 Weeks."
Chemistry—Wood's Botanist and Florist.
Book-Keeping—Bryant and Stratton's (High School edition.)

RULE 22. In primary schools where it is deemed necessary to begin instruction in reading of easier grade than the first reader, charts or a suitable primer may be used for that purpose. Monroe's reading charts and primer are hereby recommended.

RULE 23. Every teacher in the public schools shall be provided by the board of directors with a school register, in which he shall carefully note the attendance and standing of his pupils. At the close of the school, the teacher shall deposit the same with the clerk of the district, who shall preserve the same, along with the other books and papers belonging to his office, for inspection.

RULE 24. At the close of every term of school, the teacher shall thoroughly examine his pupils in the studies of the term, using written questions and requiring written answers whenever practicable; and the standing of each pupil in examination shall be noted accurately upon the school register. Whenever, at the close of a term of school, it shall be ascertained that the average standing of any pupil in recitation and examination, equals or exceeds ninety per cent., he shall be furnished with a certificate of a form to be prescribed and furnished by the State Superintendent of Public Instruction, such certificate to be signed by the teacher, and shall be deemed a reward for proficiency, and if presented to the teacher of any public school in the State within three months thereafter, it shall be duly considered in determining the classes to which he is to be assigned.

RULE 25. Teachers are authorized to require excuses from the parents or guardians of pupils, either in person or by written note, in all cases of absence or tardiness, or of dismissal before the close of school, and no excuse shall be deemed valid except that of sickness or

necessary employment. The teacher shall be the judge of the sufficiency of excuses, subject to an appeal to the directors.

RULE 26. Whenever the unexcused absences of any pupil during any one term shall amount in the aggregate to seven days, he shall be reported to the directors, and the teacher may suspend him until the opinion of the directors can be taken. For this purpose, an unexcused absence or tardiness for a half day or less, and for more than one hour, at any one time shall be deemed a half day's absence; and such absence or tardiness for more than half a day at one time shall be reckoned as an absence for a whole day.

RULE 27. It is recommended that suitable "Rolls of Honor" be provided for use in the public schools, upon which shall be enrolled the names of those pupils of the schools who, at the close of any term, shall be found to have been neither absent nor tardy during the term, and who have maintained correct deportment.

RULE 28. The teacher of every public school shall, at the close of each term, make out and transmit to the County Superintendent a written report, according to such form as may be furnished by the State Superintendent.

RULE 29. Teachers in the public schools are required, if possible, to attend all Teachers' Institutes held under authority of law in the counties in which they reside. County Superintendents are hereby instructed and directed to ask all applicants for teacher's certificates, who have previously been engaged in teaching in the public schools in this State, whether they have attended the Institutes held under authority of law in the counties where they were employed, and if not, why not. If any candidate shall reply that he has not so attended, and shall fail to give a satisfactory excuse therefor, the County Superintendent shall mark down his standing in "teaching" accordingly. It is earnestly urged upon all school directors to afford to their teachers every facility for attending Institutes, and to allow them a reasonable time for such attendance, without any deduction from their wages, and without requiring them afterwards to make up the time so spent.

RULE 30. In all public schools in this State, the teachers shall require of their pupils regular stated exercises in composition and declamation.

RULE 31. In all schools where there are primary pupils, it is recommended that exercises in free gymnastics and suitable vocal and "*breathing exercises*" be given daily.

PUPILS.

RULE 32. No pupil shall be allowed to retain connection with any public school unless provided with books, slate and other things required to be used in the classes to which he is assigned; but no pupil

shall be excluded for this cause unless the teacher shall have given one week's previous notice to his parents or guardians of the articles needed. Indigent pupils may be supplied with books, etc., at the expense of the district if the directors so order.

RULE 33. Pupils affected with contagious diseases shall not be allowed to remain in any of the public schools.

RULE 34. Every pupil is required to attend school punctually and regularly; to conform to the regulations of the school, and to obey promptly all the directions of the teacher; to observe good order and propriety of deportment; to be diligent in study, respectful to teachers and kind and obliging to school-mates; to refrain entirely from the use of profanity and vulgar language, and to be clean and neat in person and clothing.

RULE 35. Any pupil who shall, in any way, cut or otherwise injure any school house, or injure any fences, trees or out-buildings belonging to any school, or shall write any profane or obscene language, or make any obscene pictures on the school premises, shall be liable to suspension, expulsion or other punishment, according to the nature of the offense.

RULE 36. That portion of these Rules and Regulations pertaining to the duties and privileges of teachers and pupils shall be read and explained by the teacher, in the presence of the school, at least once a month during the term.

W. W. THAYER, Governor,
R. P. EARHART, Sec. of State.
L. J. POWELL, Supt. Pub. Inst.
State Board of Education.